S. Hrg. 99-572

PROPOSED SPACE AND PRIVACY REQUIREMENTS ON THE FLANDREAU INDIAN SCHOOL

HEARING

BEFORE THE

SELECT COMMITTEE ON INDIAN AFFAIRS
UNITED STATES SENATE

NINETY-NINTH CONGRESS

SECOND SESSION

FEBRUARY 10, 1986, FLANDREAU, SD

U.S. GOVERNMENT PRINTING OFFICE
59-151 O
WASHINGTON : 1986

S411-12

SELECT COMMITTEE ON INDIAN AFFAIRS

MARK ANDREWS, North Dakota, *Chairman*

BARRY GOLDWATER, Arizona
SLADE GORTON, Washington
FRANK H. MURKOWSKI, Alaska
JAMES ABDNOR, South Dakota
JOHN MELCHER, Montana
DANIEL K. INOUYE, Hawaii
DENNIS DeCONCINI, Arizona
QUENTIN N. BURDICK, North Dakota

Peter S. Taylor, *Staff Director*
Max I. Richtman, *Minority Staff Director*

For sale by the Superintendent of Documents, Congressional Sales Office
U.S. Government Printing Office, Washington, DC 20402

CONTENTS

WITNESSES

Page

Bordeaux, Rodney, Rosebud Sioux Tribe council representative and school board member, Flandreau Indian School ... 61
  Letter from Alex Lunderman, president, Rosebud Sioux Tribe, dated December 30, 1985, to Assistant Secretary for Indian Affairs Ross Swimmer ... 62
  Rosebud Tribal Council resolution ... 64
Buck, Ed, president, National Federation of Federal Employees, Local 187; vice president, National Federation of Federal Employees BIA Council ... 24
  Prepared statement on behalf of the National Federation of Federal Employees ... 26
Cummingham, Barbara Dean, supervisory guidance counselor, Flandreau Indian School, Flandreau, SD ... 34
Dillon, Lew B., executive assistant, Marty Indian School, Marty, SD ... 73
  Material referred to in oral presentation ... 75
Ellingson, William, attorney, Flandreau, SD ... 39
Firman, Anthony G., religious coordinator and advisor, Flandreau Indian School, Flandreau, SD ... 9
  Prepared statement ... 11
Forseth, Sandra, Red Lake Band of Chippawa Indians, Duluth, MN ... 19
Gourneau, Ron, Flandreau, SD ... 29
Hansen, Linda, former student, Flandreau Indian School ... 35
Herman, Audra, Turtle Mountain Indian Reservation, ND ... 21
Huerth, Michael, Minneapolis Public Schools, Minneapolis, MN ... 72
Jackson, Iris, Fort Berthold, New Town, ND ... 21
Janklow, William ... 36
Kipp, Cynthia C., president, Flandreau School Board ... 48
  Material referred to in oral presentation ... 51
Koepp, Edwin F., Koepp Family Counseling Services, Brookings, SD ... 70
  "Alexandra: South African Black Township Most Visitors Never See," article, Christian Science Monitor, May 5, 1982 ... 71
Kohel, Madeline, Keshena, WI ... 19
Krumm, Bernita, faculty member, Flandreau Indian School, Flandreau, SD ... 30
  Correspondence referred to in oral presentation ... 32
Langley, Tim, executive director, South Dakota Peace and Justice Center ... 68
Larson, Dory, consulting psychologist, Brookings, SD ... 65
Little Wind, Karen, Fort Totten, ND ... 14
Makeshine, Byron, Wind River Reservation, Liverton, WY ... 23
Martin, James, Assistant Director, Office of Indian Education Programs, Bureau of Indian Affairs, accompanied by Jack Belkham, superintendent, Flandreau Indian School; Harry Eagle Bull, area educational program administrator, Aberdeen, SD; and Leroy Chief, superintendent, Wahpeton School, ND ... 41
  Prepared statement ... 42
Mesteth, Gabe, Pine Ridge, SD ... 13, 20
Morris, Catherine, Sioux City, IA ... 18
Old Person, Roger, Blackfeet Indian Reservation, Browning, MT ... 22
Peters, Gaynelle, Menominee, WI ... 14
  Prepared statement on behalf of the Flandreau Indian School Student Council ... 16
Rank, Melva, Crow Creek Sioux Reservation, Fort Thompson, SD ... 18
Sackatook, Frances, Neopit, WI ... 13, 22

Page
Sackatook, Frances, Neopit, WI—Continued
  Prepared statement 13
Shaeffer, John, Flandreau, SD 11
Tail Feathers, Tom, member, Blackfeet Tribal Business Council 56
  Prepared statement 59
Ulven, Wayne, president, local No. 208, Wahpeton Indian School, Wahpeton, ND 68
Walker, Neola E., Winnebago Tribe of Nebraska, Winnebago, NE 79
  Material referred to in oral presentation 81
  Prepared statement on behalf of the Winnebago Tribe of Nebraska 80

ADDITIONAL MATERIAL SUBMITTED FOR INCLUSION IN THE RECORD

Daschle, Hon. Tom, statement 7
Pressler, Hon. Larry, statement 3
Wendell, Connie, employee of Flandreau Indian School, statement 35
Wendell, John, employee of Flandreau Indian School, statement 36

APPENDIX

American Indian Culture Research Center, Marvin, SD, letter dated January 31, 1986, from Rev. Stanislaus Maudlin 95
Blackfeet Tribe, Browning, MT, letter to Chairman Cynthia Kipp, Flandreau Indian School Board, dated September 10, 1985, from Myrna J. Galbreath, secretary, Blackfeet Tribal Business Council, with attached resolution 85
Cartwright, Arthur R., Flandreau, SD, letter dated February 5, 1986 106
First Christian Church, Sioux Falls, SD, letter dated January 31, 1986, from N. Gayle Fischer, pastor 97
Flandreau Indian School Board, Flandreau, SD, letter dated February 11, 1986, from Cynthia C. Kipp, president, with attachment 98
Flandreau Santee Sioux Tribe, Flandreau, SD, letter dated February 10, 1986, from Elmer H. Weston, tribal president, Larry D. Lovejoy, vice president, and Samuel H. Allen, secretary/treasurer, with attached resolution 88
Garcia, Debbie, letter dated February 9, 1986 105
Menominee Indian Tribe of Wisconsin, Keshena, WI, letter dated January 21, 1986, from Lynn Skinadore, tribal chairperson, with attached resolution 90
Smith, Vera R., Flandreau, SD, memorandum re closing of the Flandreau Indian School 107
Standing Rock Sioux Tribe, Fort Yates, ND, letter dated December 2, 1985, from Charles W. Murphy, chairman, with attached resolution 92
United Methodist Church, Mitchell, SD, letter dated January 30, 1986, from Bob Roth, South Dakota Conference Council on Ministries director 104
Walker, Ramona H., administrative officer, Flandreau Indian School, letter 109

PROPOSED SPACE AND PRIVACY REQUIREMENTS ON THE FLANDREAU INDIAN SCHOOL

FRIDAY, FEBRUARY 10, 1986

U.S. SENATE,
SELECT COMMITTEE ON INDIAN AFFAIRS,
Flandreau, SD.

The committee met, pursuant to notice, at 9:25 a.m., at Flandreau Indian School, Flandreau, SD, Hon. James Abdnor (acting chairman) presiding.

Present: Senator Abdnor.

Staff present: Ms. Jane Wrenn, counsel.

Senator ABDNOR. The Select Committee on Indian Affairs will come to order.

I welcome all of you to this field hearing being held by the Senate Select Committee on Indian Affairs to review the possible impact of the proposed space and privacy requirements on the Flandreau Indian School.

It is a pleasure to have this opportunity to again visit this school. As a long-time supporter of the Flandreau Indian School, I am pleased that I could arrange for the hearing by the Senate Select Committee on Indian Affairs to learn firsthand the concerns of the students, the faculty, the staff, and the supporters of the school.

As you know, the Bureau of Indian Affairs is currently reviewing the options available to make certain that the BIA-operated schools are safe and sound for the children attending these schools. I realize the goals are important, but I will not allow these good intentions to result in harm to the Flandreau Indian School, and the students attending it—especially when it is not warranted.

I had the opportunity to meet with Mr. Ross Swimmer, the Assistant Secretary of the Interior for Indian Affairs, at length about these issues. I expressed to him and to the Secretary of the Interior, Secretary Donald Hodel, my commitment to keep this school open and operating on a normal basis. We are not going to let these overly-restrictive regulations have this kind of an impact on the operation of this school.

Now, I continue to believe that a waiver is the best solution to this problem, and I continue to press the BIA to grant it. If this is not done, I intend to pursue legislative opportunities to obtain relief from these regulations on behalf of Congress.

At this time I would introduce a young lady to my left, Ms. Jane Wrenn, who is special counsel to the Select Committee on Indian Affairs. Jane is here at the request of the chairman of the Select Committee on Indian Affairs, Senator Mark Andrews of North

Dakota. Senator Andrews had hoped to be present, but his commitments in North Dakota just did not allow him the opportunity to do so. But I want you to know that Jane is probably the leading congressional expert on Indian education and we are, indeed, very lucky to have her at our side.

I also want to introduce Mr. James Martin, who is the Assistant Director for Indian Education at the Bureau of Indian Affairs in Washington. Mr. Martin is here to learn of our concerns and we would like to welcome him to South Dakota. Where are you, Mr. Martin? Fine. We welcome you to South Dakota.

Since our time is limited, and I know a lot of you here today would like to testify before this committee—we are off to a late start; we do have a number of witnesses—I am going to have to insist that you keep your remarks brief so we give an opportunity to all those who want to be heard.

At this time I am going to ask, without objection, to enter into the record a statement from our senior Senator Larry Pressler, on behalf of the school. Larry has been working closely with me on this issue, and his support and efforts are greatly appreciated.

[Statement of Senator Pressler follows:]

LARRY PRESSLER
SOUTH DAKOTA

United States Senate
WASHINGTON, D.C. 20510

COMMITTEES:
FOREIGN RELATIONS
COMMERCE, SCIENCE AND
TRANSPORTATION
SELECT COMMITTEE
ON AGING
SMALL BUSINESS

STATEMENT OF SENATOR LARRY PRESSLER
before the
Select Committee on Indian Affairs
Monday, February 10, 1986
Flandreau, South Dakota

Mr. Chairman, as a strong supporter of Indian Education, I must voice my concern over the detrimental effect the enforcement of dormitory space and privacy regulations, established in accordance with P.L. 95-561, could have on the Flandreau Indian School. Since October of 1985 I have received several letters from the people of Flandreau and the surrounding area urging me to change or "grandfather" this clause in order to preserve Flandreau's current level of student enrollment. The service this school has provided to students over the years is invaluable. With more creativity and hard work than funding, Flandreau can be proud of the reputation it has built. In the past few years, however, it appears that this school has been doggedly pursued by bureaucratic proposals and regulations which threaten its existence. I am compelled, once again, to come to the defense of this institution and the fine work done here.

On April 15, 1982 I submitted testimony for a Bureau of Indian Affairs field hearing on the proposed closing of off-reservation boarding schools. The overwhelming support for the continued operation of Flandreau Indian School evident at that time led to the BIA's announcement May 20, 1982 that the Flandreau School would not be closed. I was very proud to be able to work to maintain the fine facilities of this educational institution by contacting the BIA several times and bringing a Congressional Education Committee to tour the facility and observe first hand the important services provided students at the Flandreau Indian School.

Now it appears that a number of students may be denied the opportunity to experience the educational offerings of this unique learning environment. Mr. Chairman, I realize the importance of establishing a set of criteria for safe and comfortable surroundings for students attending boarding schools. These standards are guidelines for insuring a high quality of life for students attending a school like Flandreau. However, in this particular case I do not feel the Bureau of Indian Affairs has determined that the current dimensions of the dormitories at Flandreau in any way stifle the growth and development of the students in attendance here.

The construction of these dorms which accommodate 600 students was completed in 1962, in accordance with the standards at that time. This was no easy task for the school to undertake. A few years later they are being asked to make these rooms bigger. Most of the boarding schools like Flandreau operate on a shoestring budget and do not have the funds for constant renovation of their facilities. These budgets will become even tighter with the implementation of the Deficit Control Act of 1985. I believe the BIA should conduct a thorough study of the facilities and the needs of students of Flandreau before any action is taken to force compliance with the regulations contained in P.L. 95-561.

As I mentioned earlier, I know that standards and regulations are not arbitrarily imposed, and that occasionally there are exceptions to the rules. Once in a while a greater standard or need must be met. In this situation that standard is the education and happiness of the students presently attending Flandreau and the students who hope to attend in the future. Sleeping space and privacy are important, but are they more important than the opportunity for these children to begin their future with a good education?

There is a choice to be made in resolving the dilemma that faces the Flandreau Indian School. I urge the BIA to exempt the school from the regulations in question, or to provide assistance for compliance with the stipulations. Unless funding is provided to the Flandreau Indian School for the purpose of modifying their facilities to bring them into compliance with the regulations raised here, I feel it is unfair to impose this burden on the administrators and students of Flandreau Indian School.

Flandreau is the only school of its type in a large geographical area. It has been educating students from South Dakota and neighboring states for many years. Flandreau has been a real survivor in the midst of changing policies and bureaucratic red tape. It is time to let this school concentrate on what it does best, educate students, and free it from constant battles with government agencies.

Senator ABDNOR. I understand that a representative of Congressman Tom Daschle's office is here, and he has a statement to be included in the record. Is that representative present, in case somebody would like to—well, you know where he is, if anybody wants to talk to him.

[Statement of Mr. Daschle follows:]

TESTIMONY BY

The Honorable Tom Daschle

Before

The Senate Select Committee on Indian Affairs

Flandreau, S.D. -- February 10, 1986

I want to begin by thanking the Senate Select Committee on Indian Affairs for coming to Flandreau to investigate firsthand the dormitory situation at the Flandreau Indian School. I hope that the Committee will depart believing, as I do, that implementation of the BIA's September 9, 1985 dormitory regulations would devastate the Flandreau Indian School and therefore should be modified to protect the school and its students.

Although I am unable to be in Flandreau today, I have had the opportunity to visit the school, tour its dormitories and speak with students, instructors and school officials about the BIA's new dormitory regulations. While I support the establishment of realistic minimum safety standards for school dormitories, I do not think we should allow the pursuit of this objective to unnecessarily undermine equally important educational goals. That is precisely the effect of these regulations on the Flandreau Indian School.

Since the BIA first published its minimum dormitory space requirements last September, I have worked with school administrators and Flandreau civic leaders to try to formulate a compromise position that would recognize the unique circumstances in Flandreau without compromising the intent of the BIA's regulations. I am convinced that a mutually satisfactory resolution of these goals is attainable.

To date, however, BIA officials have been unwilling to modify their regulations or, alternatively, to provide the FIS with the assistance needed to achieve compliance. While I appreciate Administration statements that the BIA has no "immediate" plans to drastically reduce enrollment at the Flandreau Indian School, I continue to believe that concrete assurances that the school will not be adversely affected by the new dormitory regulations are imperative. This objective can be accomplished either administratively by the Department of the Interior or legislatively by Congress.

On November 21, 1985, after months of frustrating inaction on the part of the Administration, I introduced legislation (H.R. 3809) that would "grandfather" existing BIA dormitories into compliance with the BIA's space regulations. Enactment of this bill would provide a clear-cut resolution of the current controversy.

The Administration has not endorsed this legislation. Their opposition to the bill appears assured. Nevertheless, I remain interested in working with BIA officials to fashion a timely solution to this problem.

In a letter to Ross Swimmer, Assistant Secretary of the Interior for Indian Affairs, dated December 27, 1985, I suggested an alternate approach that would allow the Agency to resolve the FIS dilemma administratively without requiring the enactment of legislation. In that letter, I offered a three-part solution.

First, the Secretary of the Interior would be given the authority to temporarily waive the new dormitory regulations on a case-by-case basis for institutions where immediate compliance would be physically or economically impossible. The Secretary would be required to assess the effect which non-compliance would have on the school before authorizing a waiver. In the case of the Flandreau Indian School, the immediate implementation of the September 9 regulations is clearly not necessary. These requirements could be waived without detriment to the health and safety of the students.

If a waiver is granted, it should be for a specified period of time sufficient to allow the BIA to provide the school with financial and technical assistance which will bring them into compliance with the regulations. I recommend at least five years.

Finally, if the necessary financial and technical assistance is not provided to the school within that five year period, the dormitory would be permanently "grandfathered" into compliance with the September 9, 1985 space requirements.

To date, Mr. Swimmer has not responded to this initiative. I hope that this silence means that this approach is receiving serious consideration by Administration policy-makers.

My proposal is reasonable and addresses the concerns the BIA has raised about certain schools that may have dormitories that pose dangerous health or safety hazards to students. It recognizes that students at Flandreau are NOT immediately endangered or even inconvenienced with their current living arrangements and guarantees that the BIA will provide the assistance necessary to insure that Flandreau may continue to provide its current quality curriculum to as many Indian students as possible.

This proposal would temporarily delay the implementation of the space requirements, allowing the BIA adequate time to address the unique needs of the Flandreau Indian School. At the same time, it would assure the faculty, parents and students of the school that the FIS is not immediately threatened and that the BIA will either provide the resources necessary to meet the new dormitory requirements or exempt the school from these regulations.

The BIA has the authority to implement this solution. Congress has the power to mandate a legislative solution. If the BIA is not willing to take action to grant relief to the Flandreau Indian School, I am not willing to sit back and watch the school die slowly. I continue to believe that if the BIA will not address the FIS' legitimate needs administratively, Congress should require them to do so legislatively.

Again, I wish to thank the Senate Select Committee on Indian Affairs for coming to Flandreau today. I hope this hearing will help facilitate a solution to the dormitory space problem so that the Flandreau students can leave school this spring with the assurance that this exceptional school will be open to ALL of them again in the fall of 1986.

Thank you.

Senator **Abdnor**. Again, I would like to remind everyone that you can submit testimony on behalf of the school by either giving it to one of my staff or by mailing it directly to my office. If you have any questions about this, we would just ask you to touch base with one of my staff here today so that it can be included in the official record.

I am also delighted that our Governor is here today. Welcome, Governor.

In our effort to help our hearing reporter, we're going to ask that each witness please state your name, your title, and your home town for their benefit and for the record.

Now, we will start off with the witness list as presented to me. Our first witness is Rev. Anthony Firman, the chaplain of the Flandreau Indian School, Flandreau, SD. Reverend Firman.

Once again, we welcome you, and it's good to see you, Reverend.

Let me say—to speed this thing up—if you have a written statement, the entire statement will be made a part of the record.

STATEMENT OF ANTHONY G. FIRMAN, RELIGIOUS COORDINATOR AND ADVISOR, FLANDREAU INDIAN SCHOOL, FLANDREAU, SD

Mr. **Firman**. Let us pause if we may, just for a moment, to ask God's blessing on this occasion.

We pray that we will be open to the real issue at stake today, to the future of these young people entrusted to our care, and that everything that we do will be to that good end. We pray in Christ's name, Amen.

Senator, members of the committee, my name is Anthony Firman. I have the privilege to represent the Christian people of the State of South Dakota and their concern for these young people at the Flandreau Indian School. I have the privilege to serve as the chaplain and religious coordinator for the past 19 years for the Flandreau Indian School. I will try to keep this brief and to the point.

Actions speak louder than words. The actions of the Bureau under the present administration have spoken clearly to us here at Flandreau. We have observed the closing or abandonment of the Chilocco School in Oklahoma; Mount Edgcumbe in Alaska; the Inter-Mountain School in Brigham City, UT; the Stuart Indian School in Carson City, NV; the attempt in 1982 to operably close and destroy forever the Wahpeton Indian School. The intent of this current administration with regard to Indian education is, unfortunately, very, very clear. They have proven by their previous actions that they wish to eliminate the off-reservation opportunity as quickly and as quietly as possible. Beginning with our school as far back as 1982, they have done nothing but continually harass and try to undermine this fine educational program.

The question, I believe, before us today, Senator and members of the committee, is will anyone be able to intervene on our behalf at this late date? I don't think we're discussing the 50 square feet requirement for the rooms; I think that was simply a blind. I believe that what we're really discussing is the continuing attempt to undermine—to cut the enrollment—and to force that reduction at this school.

We pray that Mr. Swimmer, the new Deputy Secretary for Indian Affairs, will have a different attitude than his predecessor. We know that there are people within the Bureau who are working against us, and that is very frightening. It is important that we keep in mind that the Congress of these United States of America brought this school into being under sacred treaty obligations, not a bureaucrat within the Bureau of Indian Affairs. How, then, will Congress deal with the continuing violation of the treaty rights, the trust responsibility, and—I believe—the basic civil rights of these young native American people?

The truly sad fact of the situation is that under the guise of watching out for the space requirement of these young Indian students, many boys and girls will lose forever their opportunity to attend this excellent off-reservation school. It seems very strange to me that the Federal bureaucracy can use a virtual lie to cover their real intent, which is to destroy the sacred trust and educational programs now available in the off-reservation school system.

I sincerely believe, based on my experience, Senator Abdnor, that this school is deserving of the ongoing support of the current administration and Congress. If we have a sense of vision, the Flandreau Indian School could be a model institution, reinforcing that a bridge must and can be built, that communications can and must exist between the dominant and the Indian cultures. To sit back and to allow the destruction of this essential program will send a frightening and dreadful notice to the present and the future Indian generations. It will be a notice of indifference and continuing apartheid. We seem to recognize that, the human rights violations, much better in South Africa than we seem to recognize them when they are occurring against our own people, especially our minority people.

We know in our hearts that this school really does help to bridge the social and cultural isolation of the many tribes that we have the privilege to serve, and we are praying today that you people involved in the Senate committee—who are really our last chance—will become more virtually involved in protecting the future of this program. We thank you for coming.

[Mr. Firman's prepared statement follows:]

PREPARED STATEMENT OF ANTHONY G. FIRMAN, RELIGIOUS COORDINATOR AND ADVISOR, FLANDREAU INDIAN SCHOOL, FLANDREAU, SD

The people who make up the current administration have proven by their previous actions that they wished to eliminate the off-reservation schools, as quickly and as quietly beginning as far back as 1982 they have done nothing but harass and continually try to undermine this fine educational program. The question is: Senator Abdnor, will you or anyone be able to intervene on our behalf? at this late date? How can we possibly change the hurtful attitude of Assistant Secretary Ross Swimmer and his appointee Nancy Garrett and their highly paid colloraborators? who are working against us in the Bureau of Indian Affairs? It is important that we keep in mind that the Congress of these United States of America brought this school into being under the sacred treaty obligations. How then will Congress deal with the continuing violation of the Treaty rights, trust responsibility, and basic Civil Rights of these Native American People?

The truly sad fact of this situation is that under the guise of watching out for the space requirement of these young students many Indian boys and girls will lose their opportunity to attend this excellent Off Reservation School. It seems strange how the Federal Bureaucrats can use a virtual lie to cover their real intent which is to destroy the sacred trust and educational programs now available to these young people and their tribes. I believe that this school is deserving of the on-going support of this Administration and Congress. If we only had a sense of vision Flandreau Indian School could serve as a model institution reenforcing that a real bridge of understanding and communications can and must exist between the dominate and Indian Cultures.

To allow the destruction of this essential educational opportunity will send a dreadful notice to the present and future Indian generations. It will be a notice of gross indifference and continuing apartheid. We know in our hearts that this school really helps to bridge the social and cultural isolation of the many tribes that we have the privilege to serve.

In conclusion we have sadly observed the destruction of the Chilocco Indian school in Oklahoma.

Most of the Flandreau Indian School Students come from large extended families, also multigenerational, living within one home. The idea that four students to a room is not helpful quite simply won't wash with the real living experience of these young people. Example: As I was traveling with six students for a time of Spiritual Retreat, I made certain that each student had a private room. In the morning when I went to awaken them, I had five empty rooms and one full room.

The Flandreau Indian School complex was built around the six hundred student design model which includes three hundred in each dormatory and all other facilities on the campus including the academic complex are geared to the six hundred student level of operation.

The overall operation of the Flandreau Indian School is built around a reality therapy with heavy emphasis on positive peer culture. With this emphasis on positive peer involvement the roommates become family and are very important in the improvement of both academic and maturity levels.

The sleeping rooms are really sleeping rooms. The dorms have spacious living-rooms on each floor, large recreation room and hobby shop rooms on the basement level, a Counseling center which includes separate offices which are for individualized counseling. Truly, there is more than adequate living space in each of our dormitories for the three hundred student number.

In conclusion, we have observed the destruction of the Chilocco Indian School in Oklahoma, Mount Edgcumbe in Alaska, The Inter-Mountain Indian School at Brigham City, Utah, the recent attempt at Wahpeton Indian School in North Dakota, The intent of this Administration is completely clear. Please help us to fight the forces who would blatently abandoned these young people. Please help us before it is too late.

Senator **ABDNOR**. All right, Reverend, we thank you very much for your strong statement. We need that for the record and it will be very helpful. Thank you.

Our next witness is John Shaeffer of Flandreau.

STATEMENT OF JOHN SHAEFFER, FLANDREAU, SD

Mr. **SHAEFFER**. Senator Abdnor and members of the committee, first of all, I think I speak for all the people in Moody County, Senator, when I say thank you for all the support and concern that you have shown towards the Flandreau Indian School these last several years. It is deeply appreciated.

My name is John Shaeffer and I am an attorney here in town. I have lived in this community for 20 years. I am trying to anticipate, Senator, some of the other arguments that other people will make here today so that I won't duplicate them.

I would like to say that in the 20 years that I have lived here in Flandreau, that I have spent 8 of those years as State's attorney and the other 12 working hand in hand with the school, with their legal problems, and quite closely with the staff. I can honestly say that the caliber of people that are now at this school has greatly increased in the last 20 years.

I would like to make just one argument to the committee, and that is this. In 1961, when the dormitories were built, at that time the Flandreau Indian School had a population of 542 students. When the two dormitories were built, it was anticipated that they would each house 300 students, or 4 students per dorm room. Now, in 1985 and 1986, we have approximately 600 students.

I guess the point that I want to make is that, at the time the Federal Government decided to build these dormitories in 1961, they did so on the basis that four students per room was sufficient and was a proper standard to have. Now, 25 years later, apparently some bureaucrat has now made the decision that four students to a dormitory room is not adequate and not sufficient. Well, I guess we can all agree on that; and ideally, if we wanted to be idealists, we could say that probably each student should have their own room, each student should have their own shower and their own bathroom. But we are practical people. We know that is not going to happen. We know in these times of austerity, the Federal Government is trying to cut back. I would only say that if any bureaucrat feels that the students are being deprived, that they should come here to Flandreau, SD, and talk to those students.

It kind of reminds me of a similar problem that we had in basketball several years ago. There was a complaint that the basketball players were getting too tall; and some bureaucrat, after studying the situation, said that the way to resolve this thing is, probably, anybody over 6 feet tall, we will cut off their feet. Well, to me, this is a similar solution that the Government is now trying. We now feel that four students to a room are too many, so therefore let us cut out half the students. This would be a tremendous loss to the students that would now have to be forced, probably, to go elsewhere if they could in fact find similar or other educations.

I would only say in closing, Senator—because I am going to be brief—that the Flandreau Indian School has been here a long time, and the caliber of education keeps increasing. The percentage of students that go on and make something of themselves is increasing. The final solution for whatever that is, that is to be made, should not be made until after the people involved that make these decisions come here to Flandreau, SD, and talk to the students involved. You and I can propose all kinds of solutions, and we can sit down and tell everyone what the problems are; but let us talk to the kids involved and find out what they think the situation is and what should be done to correct it.

Thank you very much.

Senator **Abdnor**. Mr. Shaeffer, thank you. That was excellent testimony.

Let me ask you, have you ever heard anyone complaining about overcrowded facilities or rooms?

Mr. **Shaeffer**. I have not, Senator. As I said before, in the many years that I have worked closely with the school, I have come in contact with many of the students; not only representing them, but when I was State's attorney, having to prosecute some of them. And again, when you have 600 students together in a community, whether it is here in Flandreau, SD, or New York City, you are going to have some problems as far as kids getting along. But I have never, ever heard one student complain to me that they feel they are overcrowded. The fact that four students are in a room—when I went to college, I had—in the room that I was in, I had a kid from China, a kid from Ethiopia, and a kid from Egypt, the first year that I was in college. I learned more about human nature and how to get along with my fellow man that first year in college than I ever did the rest of my life because I had three roommates that were from other parts of the world. And here you have kids coming from all over, and this teaches them how to get along with each other.

Senator **Abdnor**. Let me just add to that. I didn't have quite that experience. I went through these dormitories just last year, and I was quite pleased at the size of it. I didn't know what to expect, especially with the stories you hear. To go back to my college days—we were a lot more crowded where I was than anyone is out here.

Thank you very much.

Mr. **Shaeffer**. Thank you, Senator.

Senator **Abdnor**. Our next witnesses are a panel made up of the student council representatives of the Flandreau Indian School.

We welcome you here to the panel. I would ask each of you, as you speak, to give your name and your home address.

Mr. Mesteth.

STATEMENT OF GABE MESTETH, PINE RIDGE, SD

Mr. **Mesteth**. My name is Gabe Mesteth from Pine Ridge, SD, M-E-S-T-E-T-H. I've been attending Flandreau for 3 years now. The space that we have in our room, it's more than enough. If these standards do go into effect, it will cut our enrollment in half.

Senator **Abdnor**. Ms. Sackatook.

STATEMENT OF FRANCES SACKATOOK, NEOPIT, WI

Ms. **Sackatook**. My name is Frances Sackatook. I am from Neopit, WI.

[Ms. Sackatook's prepared statement follows:]

Prepared Statement of Frances Sackatook, Neopit, WI

My name is Frances Sackatook. I am a Menominee Indian from Neopit, Wisconsin and have been attending Flandreau Indian School for three years. Flandreau Indian School has helped me in a lot of ways. For one thing, it has helped me to stay in school. My attendance is better here than it would be at home. I'm also beginning to learn more about myself and from that I'm becoming more independent. I'm learning what I need to make a life for myself after high school. It has also given me a chance to meet new friends. I'm a Senior this year and will graduate in June. The school here has given me a chance, so I hope that you can help our school to give other kids the same chance.

Senator ABDNOR. Ms. Little Wind.

STATEMENT OF KAREN LITTLE WIND, FORT TOTTEN, ND

Ms. LITTLE WIND. My name is Karen Little Wind, and I am from Fort Totten, ND.

Senator ABDNOR. Ms. Peters.

STATEMENT OF GAYNELLE PETERS, MENOMINEE, WI

Ms. PETERS. My name is Gaynelle Peters and I am from Menominee, WI. I would like to explain on behalf of the school council to the Honorable James Abdnor, U.S. Senate, and the Senate Select Committee, that it is indeed an honor to have you here with us at the Flandreau Indian School. You have proven to be a valuable ally and have served both the Wahpeton and Flandreau Indian Schools well other times of concern. We are grateful for your strong leadership from North and South Dakota and appreciate your visit here to once more give credence to the concerns of our peoples.

In the nearly 100 years since the United States established a boarding school at Flandreau, we have been faced with many and varied challenges. We have risen to those challenges, always intent upon preserving this institution not only for the traditions it has represented to our families over the generations, but also for the implications its continuation carries for our futures. As American Indians, we are grateful for the fine education provided through the Flandreau Indian School. The impact of this fine institution on the young people from the various tribes and nations has had a strong and positive influence on each of the reservations from which we come.

We are now involved in what we consider a fight for our existence. We are used to facing adversities and once more rise to the challenge. Our current concern comes in the form of the "Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations." While we are pleased for the concern with our education, we are confused by some of the requirements, especially the one dealing with space and privacy, which seems designed to cut the total number of students who could annually be housed and educated at Flandreau Indian School.

The standards of which we speak state that "sleeping rooms shall provide sufficient space and privacy for the resident students." The dormitory rooms do that and have been doing that since they were built in 1962. For that reason, we are having a hard time understanding why those same standards go on to set specific criteria which would cut the number of student residents per room in half. For those of us who live in the dormitories, these new space standards are extremely confusing because we feel we have plenty of space in our more than adequate dormitories.

We, the students of Flandreau Indian School, are proud of our school. We feel that the staff and facilities here are second to none.

For these reasons, we strongly implore you to work on our behalf to have our facilities "grandfathered" into compliance with the proposed standards, and thus ensure our school's very existence for the young American Indians of the future.

On behalf of the students of Flandreau Indian School, we are the student council members of 1986: President, Gabe Mesteth, home agency Pine Ridge, SD; Vice President, Gaynelle Peters, home agency Menominee, WI; Secretary/Treasurer, Karen Little Wind, home agency Fort Totten, ND; Girls' Dorm Representative, Frances Sackatook, home agency Menominee; Boys' Dorm Representative, Stacey Two Bulls, home agency Pine Ridge; Senior Class Representatives, Byron Makeshine, Fort Washington, WY and Muriel Stately, Red Lake, MN; Junior Class Representatives, Bernie Goodbird, Fort Peck and Teri Johnson, Red Lake, MN; Sophomore Class Representatives, Sandy Forseth, Red Lake, MN, and Donovan Schoenborn, Red Lake, MN; Freshman Class Representatives, Selina LaFontaine, Belcourt, ND and William White Bull, Fort Yates, ND.

Thank you.

[Ms. Peters' prepared statement, on behalf of the Flandreau Indian School Student Council, follows:]

PREPARED STATEMENT OF GAYNELLE PETERS, ON BEHALF OF THE FLANDREAU INDIAN SCHOOL STUDENT COUNCIL

It is indeed an honor and priviledge to have you both with us here at Flandreau Indian School. In recent years you have both proven to be invaluable allies. allies who served both the Wahpeton and Flandreau Indian Schools well in other times of concern. We are grateful for your strong leadership from North and South Dakota and appreciate your visit here to once more give credence to the concerns of our peoples.

In the nearly 100 years since the United States established a boarding school at Flandreau, we have been faced with many and varied challenges. We have risen to those challenges, always intent upon preserving this institution not only for the traditions it has represented to our families over the generations but also for the implications its continuation carries for our futures. As American Indians we are grateful for the fine education provided through the Flandreau Indian School. The impact of this fine institution on the young people from the various tribes and nations has had a strong and positive influence on each of the reservations from which we come.

We are now involved in what we consider a fight for our existance. We are used to facing adversities and once more rise to the challenge. Our current concern comes in the form of the "Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations." While we are pleased for the concern with our education, we are confused by some of the requirements, especially the one dealing with space and privacy which seems designed to cut the total number of students who could annually be housed and educated at Flandreau Indian School.

The standards of which we speak state that "sleeping rooms shall provide sufficient space and privacy for the resident students." The dormitory rooms do that and have been doing that since they were built in 1962. For that reason we are having a hard time understanding why those same standards go on to set specific criteria which would cut the number of student residents per room in half. For those of us who live in the dormitories, these new space standards are extremely confusing because we feel we have plenty of space in our more than adequate dormitories.

We, the students of Flandreau Indian School, are proud of our school. We feel that the staff and facilities here are second to none. For these reasons we strongly implore you to work on our behalf to have our facilities "grandfathered" into compliance with the proposed standards and thus insure our school's very existance for the young American Indians of the future.

On behalf of the students of Flandreau Indian School, we are the Student Council members of 1986:

President Gabe Mestith
Home Agency Pine Ridge S.D

Vice President
Home Agency Menominee

Sec/Treasurer Karen Little Wind
Home Agency Fort Totten, N.D

Girl's Dorm Rep. Frances Sackatook
Home Agency Menominee -

Boy's Dorm Rep Shane Two Bulls
Home Agency Pine Ridge

Senior Class Reps.
Ft. Washakie Wy. Agcy.
Muriel Stately Red Lake Mn. Agcy.

Junior Class Reps.
BERNIE GOODBIRD Ft. PECK Agcy.
Red Lake, Mn. Agcy.

Sophomore Class Reps.
Sandy Forseth Red Lake Mn. Agcy.
DONOVAN SCHOENBORN RedLAKE MN Agcy.

Freshman Class Reps.
Belcourt ND. Agcy.
Wm. White Bull ~~Standing R.~~ Agcy. Ft Yates ND

Senator **Abdnor**. Thank you, Gaynelle, for that very fine testimony. It is going to be very helpful. I don't know of anyone who it is more important to hear from than young people who are living in these present conditions, and how they accept it and how they feel about it. So to all of you, Gabe and Frances and Karen, we appreciate the fact that you were willing to come up here and make yourself heard and to speak out.

Let me ask you this one—I know I probably don't need to ask this—but have any of you ever heard any of the other students complain about crowded conditions?

[No response.]

Senator **Abdnor**. Well, thank you very, very much for taking the time to come do this.

Ms. **Peters**. Thank you.

Senator **Abdnor**. The next witnesses will begin a different group—student body representatives of the Flandreau Indian School. If they will come forward, we welcome them to the committee.

I made a slight mistake; it is the student association. We certainly welcome your presence here at the committee. I think we can all learn from these students who are participants in the school and who reside in the school and occupy the dormitories.

We would ask you each to pick up the mike—those of you who are testifying can do so—the rest of you, we would like to have your name and your home town.

We welcome you, and go right ahead.

Ms. Morris.

STATEMENT OF CATHERINE MORRIS, SIOUX CITY, IA

Ms. **Morris**. My name is Catherine Morris. I am a 15-year-old Winnebago/Omaha Indian, a student here at Flandreau. I am from the Winnebago/Omaha Indian Reservation in Macy, NE. I have been here for approximately 2 years. By being here, I have accumulated enough credits to be a junior.

This school has helped me a great deal. The atmosphere of a boarding school has been a definite advantage to me. I have been attending boarding school since first grade. I have had no problems spacewise with the dormitory sleeping room. If I were living at home, I would have approximately the same amount of room, or possibly less. This school has given me the chance to meet and become friends with other Indian students from many states, which is part of our heritage. Without a "grandfather" clause, many of us would not be allowed to continue at Flandreau Indian School. But keeping our class as it is gives me hope for the future. If I stayed back in Macy, I probably would not be in school today.

Thank you.

Senator **Abdnor**. Thank you, Catherine. Thank you very much.

Ms. Rank.

STATEMENT OF MELVA RANK, CROW CREEK SIOUX RESERVATION, FORT THOMPSON, SD

Ms. **Rank**. Hi. My name is Melva Rank. I am from the Crow Creek Sioux Reservation located in Fort Thompson, SD.

I've been attending FIS for 4 years now and I think this is a good school to get an education, and also for meeting friends.

As you know, we are here speaking today on the proposed reduction of the student enrollment. FIS won't be an effective school if the student body is cut in half. They say the rooms are too small, but we're the ones who live in the dorms, and I think that four to a room is pretty comfortable. We would probably be lonely with only with only two to a room. We are all used to four to a room, anyway. Myself, I think this is a good school the way it is.

Thank you.

Senator **Abdnor**. Thank you.

Ms. Forseth.

STATEMENT OF SANDRA FORSETH, RED LAKE BAND OF CHIPPEWA INDIANS, DULUTH, MN

Ms. **Forseth**. My name is Sandy Forseth. I am a 17-year-old Chippewa Indian from the Red Lake Band of Chippewa Indians. This is my second year at FIS.

The Flandreau Indian School has taught me to develop pride and confidence. Without that, I would not be in school today. Flandreau Indian School is a school here that I can learn at, and that is why I am here.

If the law says I cannot come to a school of learning, then where else can I go? If the enrollment at Flandreau Indian School because of the newly proposed law must be reduced, then many of my friends and the staff members be only a memory to me.

Flandreau Indian School has the facilities to teach curriculum and heritage. It also helps me to respect and learn to live with others. In the past year I have roomed with three other girls. The space was quite sufficient; the privacy was respected. The space available now was alright in the past. Why not stay with it, at least at FIS? What I am saying is, why change something that has been working for so many years?

I am proud to be an American Indian and I am proud to be a student at the Flandreau Indian School.

Thank you.

Senator **Abdnor**. Thank you. And once again, place that mike right up to your mouth so that you come through loud and clear. You are doing fine; it is just that we want to make sure that everyone hears, especially our reporter, who is taking this down for the record. So when you are speaking, hold the mike close.

Ms. Kohel.

STATEMENT OF MADELINE KOHEL, KESHENA, WI

Ms. **Kohel**. Senator Abdnor, my name is Madeline Kohel. I am a senior at Flandreau Indian School. I am a Menominee Indian from Keshena, WI. I have attended Flandreau Indian School for 1½ years, with this being my second year here.

I am here to mention the visit that the students had from Congressman Tom Daschle. He had discussed with us the standard dorm room size and the Government's concern that the room size was not large enough for four students to occupy. The size that was used for these new standards is the one used in federal penetentiaries for criminals. I know I am not only speaking for myself, but all of the students that are attending school here; we are not criminals. We are here because we want to be here, and we want our education.

The size of the rooms in the dorms has been the same for the past 22 years, and the regulations are just now bringing this subject up. We have learned to get along in the size of our rooms for all of these years. So if you really want to help us and find a solution to this problem, do not cut our student body to half. Build another dorm so we can continue our education and get away from the problems that we face on our reservations and in our home towns.

If you allow our student body to be cut in half, we will lose a lot of our friends, friends that we have come to know so well and care about. You will also be subjecting these friends to the drugs, alcohol, and suicide problems at home. I know you would not want to do this to your children, so why do it to us?

If the students attending Flandreau Indian School was cut to half, that would give the Government all the more reason to close this school. There are students that really and truly depend on this school. We would like to see this school go on with as many students as possible, and with even more, if we could.

So please give me, my fellow students, and the staff a chance to be with the wonderful people that we have here at FIS. Give us all our education and our future.

Thank you.

Senator **Abdnor**. Madeline, thank you very, very much for that excellent presentation. You've said it all beautifully. And to all of you young ladies—Madeline, Sandy, Melva, Cathy—obviously, you feel that you have more than sufficient room for your needs, and that's important to have on the record. Thank you very much.

Gabe, shall we start with you? You are the president of the student body, and back once again. Give your name again.

STATEMENT OF GABE MESTETH, PINE RIDGE, SD

Mr. **Mesteth**. My name is Gabe Mesteth. I'm an Oglala Sioux from the Pine Ridge Reservation. I've been attending Flandreau Indian School for 3 years now and I feel that these new standards are nonsense because when they built this school, it was built according to Government standards. And now, these standards say we have to have two students per room. When they built Flandreau Indian School they put two bunk beds in each room so the school could house four students per room. These new standards that apply to Flandreau Indian School were only applied to prisons, and Flandreau Indian School is not a prison. So why should these standards go into effect here?

If the standards do go into effect, it will cut the student enrollment in half. Teachers and students will be affected by this cut, also. Students say that if it wasn't for Flandreau Indian School, they wouldn't be attending school at all. So FIS must be doing something good for the students.

When students come to Flandreau Indian School for an education, they leave with what they came here for.

Thank you.

Senator ABDNOR. Ms. Herman.

STATEMENT OF AUDRA HERMAN, TURTLE MOUNTAIN INDIAN RESERVATION, ND

Ms. HERMAN. My name is Audra Herman. I am a senior from the Turtle Mountain Indian Reservation in North Dakota. I am a senior here at the Flandreau Indian School. I have been attending FIS for 2 years.

I am testifying today because of the concerns I have about the Indian School and the staff and students. My feeling is that the size of the rooms is adequate. If they change the rules and only let two students in a room, then many kids won't be in school. If the Bureau of Indian Affairs feels we don't have enough room, they should build more dorms. It is so easy for people to live with the changes they make, but it is hard for the people who have to live with them.

Senator ABDNOR. Ms. Jackson.

STATEMENT OF IRIS JACKSON, FORT BERTHOLD, NEW TOWN, ND

Ms. JACKSON. My name is Iris Jackson. I am a member of the Three Affiliated Tribes from Fort Berthold, New Town, North Dakota. I am a 19-year-old freshman here at the Flandreau Indian School. I am testifying because Flandreau Indian School has done a lot for me and helped me in many ways.

I have attended public school, but I was told I was too old to complete my education. No other school gave me a chance until I applied here, and they gave me a chance to finish my education. Flandreau also has a solo parent program where I can bring my child and care for him here while I complete my education. If the school student body is cut, will this solo parent program also be cut? Many young mothers would not get a chance to finish school. There are a lot of other girls back home who do not have a chance to finish school because they have children and can't do both without help. The Flandreau Indian School gives us a chance. If the enrollment is cut, the mother's chances of an education will be hurt, but so will the baby's since the mother will not have an education to compete for jobs.

My uncles and brother graduated from Flandreau. They are family men who are supporting their own children and trying to help them become educated too. When they attended Flandreau Indian School, they were assigned four to a room. This did not hurt their studies. When I came last fall, I was assigned a room with three other girls. It was not crowded. We learned to get along, and to share chores and responsibilities. Now, I am in honor dorm. I only have one roommate, and we get along real well, but it is not the same as when I first came. You don't really get to meet as many other girls when you only have one roommate.

I don't think the school is crowded. If you go to other schools where not many Indians go, it seems that the Indians get pushed to the back. Here at Flandreau Indian School, Indians are treated good and are cared for. This school gives Indians an education, and we are treated equally. Flandreau Indian School also gives the right of an education to unwed mothers. This school also gives us the responsibilities to care for ourselves. If the enrollment is cut, many students will not even go to school. When students are here, it seems like they have more pride in being an Indian.

I hope you reconsider about the dormitory living arrangements. You won't be hurting yourself; you will be hurting a lot of young Indian students.

Senator **Abdnor**. Mr. Old Person.

STATEMENT OF ROGER OLD PERSON, BLACKFEET INDIAN RESERVATION, BROWNING, MT

Mr. **Old Person**. My name is Roger Old Person. I am a 17-year-old Flathead Indian from the Blackfeet Reservation in Montana. This is my second year at Flandreau Indian School. I am a junior this year and will graduate next year.

I am testifying today because I don't think it is right to cut the enrollment of our school. Cutting the number of students will mean that those students may not be able to go to school at all because they can't go, or won't go at home.

The dorm rooms here are big enough. I have three roommates, but I still have more room here than I have at home. I stay in school and go to classes here at Flandreau Indian School, but at home I might not stay in school.

Our school is a good school and should be allowed to continue as it is.

Senator **Abdnor**. Thank you, Mr. Old Person. I assure you we are going to do everything in our power that we can to help solve this problem. I assure you, we are working hard at it.

I would like to make a point. I don't know how this comparison with the prisons came in. I don't think anyone back in Washington is looking at it that way; I don't think it has a thing to do it. As far as I know, the basis for dormitory standards has nothing to do with prisons, and I would just like to make that point because I have heard references to it and I think it is unfortunate that we have made that comparison here. I don't think that we look at the prisons in the same way that we look at our fine young students in schools throughout this country.

Thank you all for coming.

[Recess.]

Senator **Abdnor**. We welcome you back again. Who wants to go first?

Ms. Sackatook, please proceed.

STATEMENT OF FRANCES SACKATOOK, NEOPIT, WI

Ms. **Sackatook**. My name is Frances Sackatook. I am a Menominee Indian from Neopit, WI, and I have been attending Flandreau Indian School for 3 years. Flandreau Indian School has helped me in a lot of ways. For one thing, it has helped me to stay in school. My attendance is better here than it would be at home. I am also beginning to learn more about myself, and from that I am becoming more independent. I am learning what I need to make a life for myself after high school. It has also given me a chance to meet new friends. I am a senior this year and will graduate in June. The school here has given me a chance, so I hope that you can help our school to give other kids the same chance.

Senator **Abdnor**. Mr. Makeshine.

STATEMENT OF BYRON MAKESHINE, WIND RIVER RESERVATION, LIVERTON, WY

Mr. **Makeshine**. My name is Byron Makeshine. I am a 17-year-old Arapaho Indian from the Wind River Reservation in central Wyoming. I have been attending Flandreau Indian School for 2 years now, and will be graduating this year.

I am testifying today not only for myself, but for the other students as well. I could say that I don't have to testify because I am graduating this year and I don't care what happens to this school after I leave, but I do care. I care for the other students who will still be here and for those students who want and have a need to come here. Without your help, the BIA standards will cut our enrollment in half and will cut off many students who would like to come here for their education and have a right to come here for their education.

Students come here for many reasons. Many are kicked out of school at home, or don't like the schools at home. Some of them don't even go back to school at all and turn to alcohol and drugs. Some students come here because they have no other place to go. It usually turns out that they like this place—not only for the school, but for the other students. At the Flandreau Indian School there is the feeling of being together, for the fact is, you are.

Receiving a lot of help from the staff here makes the student that much of a better person. I question this rule that will cut our enrollment in half and whether it is there to help us

Senator **Abdnor**. Well, I think the words that you have spoken have told the whole story of how much you people appreciate the school and your living conditions. And I want you to know that we're going to do everything possible to make sure that this school continues to operate.

Thank you very much. The Flandreau Indian School employees, if you will come forward.

While they're coming forward I want to say how much I appreciated the students participating in this hearing. At the outset, they are the ones who live here because the school is here, and they've compared it to their home life and everything else. So, I think it is important that we did hear from them.

We certainly appreciate having people who work here at this facility participating in our hearing today. I see that some of you have prepared statements; I assure you that the statements will be made a part of the record. To speed this thing along, we would ask you to summarize; we don't want to take anything away from your main points, but again, I assure you that we'd like to have your statements and they will be placed in the record exactly as written.

So, who wants to start off? If you would give your name and what you do here at the school, it will be included in the record.

Mr. Buck.

STATEMENT OF ED BUCK, PRESIDENT, NATIONAL FEDERATION OF FEDERAL EMPLOYEES, LOCAL 187; VICE PRESIDENT, NATIONAL FEDERATION OF FEDERAL EMPLOYEES BIA COUNCIL

Mr. BUCK. My name is Ed Buck. I am the president of National Federation of Federal Employees, Local 187, and I serve as a vice president of the National Federation of Federal Employees BIA Council. On behalf of NFFE, I would like to thank you for taking the time to come to Flandreau today to look into the adverse effect that the space and privacy section of the minimum academic standards for the basic education of Indian children and national criteria for dormitory situations will have on Indian education.

As you are aware, these new standards were placed into effect on October 9, 1985. You have heard and will hear many more comments on how the space and privacy requirements portion of the standards will affect the Indian youth who attend BIA schools. These standards may also have adverse effects on the BIA work force. As you know, to come into compliance with the space and privacy portion of the standards, the Flandreau Indian School may lose up to half of our student population. Other BIA schools are also affected, but not to the same extent as the Flandreau Indian School. It is obvious that if we lose a large percent of our student population, many employees will also lose their jobs.

Recent years have not been good ones for the Federal employee. The current administration has done little to improve employee morale. Many employees in the BIA work force are career Federal employees who have several years of Federal service dedicated to the care and education of Indian youth. In addition to the normal job pressures and stress that employees experience, the employees at this installation have had additional pressures to contend with. Examples are, in 1982, the announced closing of the Flandreau Indian School, which had a traumatic effect on both the students and the staff; the enrollment policy change in 1985; and now, the space and privacy requirement issue in 1986.

When we accept employment with the BIA, we take on the big responsibility of providing care and education for the Indian youth who are placed in our trust. Our jobs certainly are not made easier by the constant turmoil that we seem to face. One of our staff members recently said that we seem to live from one crisis to the next. This certainly does little to make our jobs easier.

At times, it is very difficult for the work force to grasp the total plan of the BIA. Those of us who work in the field perceive the goal of the BIA education branch as that of educating and taking care of the Indian youth.

It often seems to us that the goal of BIA management on the national level is to get out of the Indian education business. It almost seems as though we started out in the same game, on the same team, but now it seems like we are on different teams with different game plans.

When the standards were being proposed and comments were being solicited, it became immediately evident to NFFE that the space and privacy portion of the standards would have a big impact on the BIA work force. We submitted comments and contacted the proper officials in Washington, DC, about our concerns. On page

36815 of the standards, the Bureau acknowledged commentors who suggested that the 50- to 70-square-feet requirement is unrealistic for current facilities, but should be used in a modified form in the construction of new dorms only. When the final rule of the standards was published, the regulation states flatly that 50 to 70 square feet of living space per student is required in all cases. Without exception we have been told not to worry because the new standards would have no effect on our school, but now this obviously isn't the case.

You may recall, Senator, that several of us visited you in your office in Sioux Falls about 2 years ago, and at that time you phoned Washington; and they, at that time, told you that there was no problem. To my knowledge, the authors of these new regulations did not visit our campus to look at the facilities. They did not ask the opinion of the students who actually live in the dorms. They did not consult with the tribes and school boards, and they did not negotiate in good faith with the union this change of policy and the impact it will have on the work force. After many requests for negotiations on the impact of the standards—which were turned down—NFFE filed an unfair labor practice suit with the Department of Labor against the Director of Indian Education. This unfair labor practice is still pending at this time.

When our facilities were constructed, they were built by the BIA to accommodate 600 students. If the Bureau of Indian Affairs feels that we now have a problem with the living conditions of the students in the dorms, we feel that in addition to pointing out the problems, it is management's responsibility to find and offer solutions to the proposed problems. Thus far, the only solution that they are offering is cutting enrollment and jobs. We find this solution to be totally unacceptable.

In President Reagan's State of the Union address on February 4, 1986, he stated, "Tonight I want to speak directly to America's younger generation because they hold the destiny of our Nation in your hands." I hope that President Reagan's Cabinet members that make policy decisions for the BIA were listening, because they hold the destiny of the Indian youth and the Indian nation in their hands.

[Mr. Buck's prepared statement, on behalf of the National Federation of Federal Employees, follows:]

NATIONAL FEDERATION OF FEDERAL EMPLOYEES
SERVING FEDERAL EMPLOYEES AND THE NATION...SINCE 1917
Local 187

SENATE COMMITTEE HEARING

FLANDREAU INDIAN SCHOOL February 10, 1986

My name is Ed Buck. I am the President of National Federation of Federal Employees Local 187 and I serve as a Vice President of the National NFFE BIA Council.

On behalf of NFFE, I would like to thank you for taking the time to come to Flandreau today to look into the adverse effect that the space and privacy section of the Minimum Academic Standards For The Basic Education of Indian children and National Criteria For Dormitory Situations will have on Indian education. As you are aware, these new Standards were placed into effect on October 9, 1985. You have heard and will hear many more comments on how the space and privacy requirements portion of the Standards will affect the Indian youth who attend BIA schools. These Standards may also have adverse effects on the BIA workforce. As you know, to come into compliance with the space and privacy portion of the Standards, the Flandreau Indian School may lose up to half of our student population. Other BIA schools are also affected, but not to the same extent as the Flandreau Indian School. It is obvious that if we lose a large percent of our student population, many employees will also lose their jobs.

Recent years have not been good ones for the Federal Employee. The current administration has done little to improve employee moral. Many employees in the BIA workforce are career federal employees who have several years of federal service dedicated to the care and education of Indian youth. In addition to the normal job pressures and stress that employees experience, the employees at this installation have had additional pressures to contend with: //

1. The employees have been placed in furlough status which means long periods of non-pay during summer months.
2. The announced closing of the Flandreau Indian School in 1982 which had a traumatic effect on both students and staff.
3. The enrollment policy change in 1985.
4. Now the space and privacy requirement issue in 1986.

When we accept employment with the BIA, we take on the big responsibility of providing care and education for the Indian youth who are placed in our trust. Our jobs certainly are not made easier by the constant turmoil that we seem to face. One of our staff members recently said that we seem to live from one crisis to the next. That certainly does little to make our jobs easier.

At times it is very difficult for the workforce to grasp the total plan of the BIA. Those of us who work in the field perceive the goal of the BIA education branch as that of educating and taking care of the Indian youth. It often seems to us that the goal of BIA management on the national level is to get out of the Indian education business. It almost seems as though we started out in the same game - on the same team, but it now seems like we are on different teams with different game plans.

When the Standards were being proposed and comments were being solicited, it became immediately evident to NFFE that the space and privacy portion of the Standards would have a big impact on the BIA workforce. We submitted comments and contacted the proper officials in Washington D.C. about our concerns. On page 36815 of the Standards - the Bureau acknowledged commentors who suggested that the 50-70 square feet requirement is unrealistic for current facilities, but should be used in a modified form in the construction of new dorms - when the final rule of the Standards was published the regulation states flatly that 50-70 square feet of living space per student is required in all facilities. Without exception we had been told not to worry because the new Standards would have no effect on our school but now this obviously isn't the case.

To my knowledge, the authors of these new regulations did not visit our campus to look at our facilities; they did not ask the opinion of the students who actually live in the dorms; they did not consult with the tribes and school boards; and they did not negotiate in good faith with the Union this change of policy and the impact it will have on the workforce. After many requests for negotiations on the impact of the Standards, which were turned down, NFFE filed an unfair labor practice suit with the Department of Labor against the Director of Indian Education. This unfair labor practice is still pending at this time.

When our facilities were constructed, they were built by the BIA to accomadate 600 students. If the Bureau of Indian Affairs feels that we now have a problem with the living conditions of the students in the dorms, we feel that in addition to pointing out the problems, it is managements responsibility to find and offer solutions to the proposed problems. Thus far, the only solution that they are offering is cutting enrollment and jobs. We find this solution to be totally unacceptable.

In President Reagan's State of the Union address on February 4, 1986, he stated: Tonite I want to speak directly to America's younger generation - because you hold the destiny of our nation in your hands." I hope that President Reagan's cabinet members that make policy decisions for the BIA were listening--because they hold the destiny of the Indian youth and the Indian nation in their hands!

Senator ABDNOR. Thank you.
Mr. Gourneau.

STATEMENT OF RON GOURNEAU, FLANDREAU, SD

Mr. GOURNEAU. My name is Ron Gourneau. I am here to testify against the dormitory space requirements which the Flandreau Indian School will be forced to comply with beginning with the next school year, 1986-87. I am not here because I am an employee of the school, but because I am an educator.

American Indian students are the future of the American Indian people, and education is the key to the type of future young Indian students will have. The Flandreau Indian School provides Indian students with an opportunity to get a good education and a start at a better life.

The new dormitory space regulations would effectively cut the opportunity for future Indian students to get a good education because it would require each student living in a dormitory room to have 50 to 70 square feet of space exclusive of furniture. This means that if you put one student in a room, he must have at least 50 square feet of nothing but space in the room to call his own; two students per room means 100 square feet of nothing; three students means 150 square feet of nothing; and four students means 200 square feet of nothing. To me, this adds up to a lot of space for nothing. Is this the purpose of the new regulation? If it is, it will not only provide for space exclusive of furniture, but also a school exclusive of students.

The current dormitory rooms at Flandreau Indian School cannot provide that much square footage of nothing and maintain the current enrollment. I submit that there are not many colleges in America that provide that much square footage per student especially if, in order to maintain enrollment, they must house three to four students per room.

Why must the Flandreau Indian School be forced to comply with these regulations? Why must the Flandreau Indian School be constantly justifying its purpose? The purpose of the Flandreau Indian School is simple: The Flandreau Indian School provides American Indian students with the opportunity to get an education. The Flandreau Indian School has been doing an excellent job at providing that opportunity.

The current dormitories were built in 1962-63. They were built to provide enough space to house four students per room. Since the existence of the new dormitories, that is exactly what the Flandreau Indian School has been doing—depending on enrollment, housing three to four students per room. Since the new dormitories were built, the Flandreau Indian School has graduated 2,201 Indian students. From 1962 to 1969, 804 students graduated from Flandreau Indian School. From 1970 to 1979, 964 students graduated from Flandreau Indian School. From 1980 to 1985, 433 students graduated from Flandreau Indian School. This averages 95.7 students per graduating class. During a normal school year, the entire student body—exclusive of seniors—is averaged to be approximately five times greater than the graduating class. This means that in the past 23 years, there have been approximately 11,000 students who completed the school year at the Flandreau Indian School who have not been seniors.

If statistics is what impress people who make regulations, then these statistics should impress somebody. These statistics are proof that the Flandreau Indian School is doing something good and that it is, and has been, providing Indian students with the opportunity to get an education.

The Flandreau Indian School only asks for the opportunity to continue to provide as many Indian students as possible with an equal opportunity to get a good education. The only way the Flandreau Indian School will be able to provide that opportunity is if the current dormitory space regulations are amended and existing facilities such as the Flandreau Indian School are "grandfathered" into compliance with those regulations.

Thank you.

Senator **ABDNOR**. Ms. Krumm.

STATEMENT OF BERNITA KRUMM, FACULTY MEMBER, FLANDREAU INDIAN SCHOOL, FLANDREAU, SD

Ms. **KRUMM**. I am Bernita Krumm. I am a teacher here at the Indian school.

For the past 6 years I have been a faculty member at the Flandreau Indian School, working on a daily basis with Indian youth in both academic and social situations. As a parent myself, as well as a taxpayer and educator, I am convinced that this school provides an essential and requisite service: The education of our native American youth.

Education is defined as the process by which people acquire knowledge, skills, habits, values, or attitudes. Its two main purposes may be defined as helping students to become responsible and useful members of society, and assisting them in developing an appreciation of their cultural heritage. For over 100 years, Flandreau Indian School has provided an education such as this for native Americans. That the school can continue to do so for the number of students who desire to be educated here is now threatened by the implementation of the minimum academic standards for the basic education of Indian children and national criteria for dormitory situations.

In an October 1985 letter to Representative Tom Daschle, the Acting Director of the Office of Indian Education Programs stated, "The Bureau feels that overcrowding of dormitory accommodations can be detrimental to the homeliving situation and study habits of students." While the Bureau's concern over alleged "overcrowding" may be admirable, it is misplaced. Since their construction by the Bureau according to specifications in 1963, the dormitories currently in use at Flandreau have provided ample room for students. Living space is adequate, and in many cases preferable to what students experience at home. It is particularly significant that even at times when reduced school enrollment provides students with the opportunity to have only one or two roommates, most choose to remain in rooms of four.

School attendance is compulsory in every State, and it is the duty of the Federal Government to ensure that all children are granted equal educational opportunities. Speaking for the Bureau, the Acting Director wrote, "It is not and has never been our intent to close Flandreau Indian School," adding further that, "Optimally, we want Indian students to have the advantages of other students." Curtailing the student enrollment at Flandreau will not ensure equal educational opportunities for Indian students, nor will it provide them with comparable advantages. Rather, it will deny many the education that is their right and, in so doing, will virtually eliminate the school.

On February 5, 1986, our third quarter new student enrollment at Flandreau Indian School totaled 87 students. Many of these students were not in any school during the first semester; those who were felt, for varying reasons, that they could not continue school at home. These students are in school today because Flandreau offered them an alternative and an opportunity. Without that opportunity, with the enforcement of the standards as written, these 87 students—along with the more than 100 others who constitute Flandreau's "excess"—would not be in school.

Quality education is the vehicle by which our youth can proudly and effectively assume their roles in society as self-supporting and self-respecting individuals. Flandreau Indian School provides this quality education for native American students, and should be allowed to continue to do so. The answer is not to reduce our enrollment; rather, it is to assist us in maintaining the ability to provide those services vital to the education of native American youth.

I ask, therefore, that the existing dormitory facilities at Flandreau Indian School be "grandfathered" into capability for continued usage, and I urge you to support the measures necessary to enable Flandreau Indian School to maintain the present level of service to Indian youth. Thank you.

Senator **Abdnor**. Thank you, Ms. Krumm. I think it would be good if you would make the correspondence referred to a part of the record, if you have it.

[Correspondence from Acting Director Theodore W. Sudia, Bureau of Indian Affairs, U.S. Department of the Interior, follows:]

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20245

IN REPLY REFER TO:
Indian Education
BCCO #2708

Honorable Tom Daschle
House of Representatives
Washington, D.C. 20515

Dear Mr. Daschle:

Thank you for your letter of September 30, 1985 to George Scott, regarding the National Criteria for Dormitory Situations that was published in the Federal Register on September 9, 1985, as a final rule.

In South Dakota, the Bureau funds seven dormitory facilities and all but Flandreau Indian School have reported that they can meet the space requirements under the dormitory criteria. Therefore, since your letter does not mention the specific school, we assume the problem is with Flandreau.

The space and privacy criteria for Bureau dormitories requires an average of 50-70 square feet for each student. Flandreau Indian School has approximately 28,304 square feet of sleeping space. Using the lower average of 50 square feet per student and the upper average of 70 square feet per student, this could provide space for 566 and/or 404 students, respectively. In the last four years, Flandreau's Average Daily Membership (ADM) was 376, 485, 504, and 527; an average of 473. Based on the four-year student ADM, we do not forsee a major problem with the dormitory space at Flandreau Indian School arising from implementation of the dormitory criteria.

Public Law 95-561 required the Bureau to establish space and privacy criteria for residential students in Bureau schools. [redacted] In developing the space requirements in the dormitory criteria, it was our intent and expectation that students would have adequate space and privacy and that this would lead to higher retention and lower turn-over rates of students. [redacted] particularly in their homeliving environment.

At the maximum, each student could have free space of 50 square feet, with 20 square feet for furniture. However, certain modifications can be made to existing circumstances to meet the space requirement, such as use of bunk beds. Normally, desks and wardrobes are shared and so would only be counted once for space purposes.

[redacted]
Under §36.1(b) of 25 CFR Part 36, the Bureau is required, within two years of October 9, 1985, to review and evaluate the applicability of the dormitory criteria and to make appropriate revisions. In addition, §36.76(f) requires the Bureau to submit to Congress a budget for additional needs to bring boarding schools up to the dormitory criteria.

We hope this adequately addresses your concerns. If we can be of further assistance, please let us know.

Sincerely,

Acting Director, Office of
Indian Education Programs

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20245

IN REPLY REFER TO
Indian Education
BCCO #2767

NOV 13 1985

Honorable Larry Pressler
United States Senate
Washington, D.C. 20510

Dear Mr. Pressler:

Thank you for your October 9 letter concerning the national dormitory criteria which addresses the square footage requirement for space and privacy in sleeping quarters in Bureau of Indian Affairs funded schools.

Public Law 95-561 (Education Amendments of 1978) required the Bureau of Indian Affairs to establish space and privacy criteria for residential students in Bureau funded schools. [redacted] In developing the space requirements in the dormitory criteria, it was the Bureau's intent and expectation that students would have adequate space and privacy and that this would lead to higher retention and lower turn-over rates of students.

The dormitory criteria (copy enclosed) does require an average of 50-70 square feet, exclusive of furniture, of free space for residential students, but the criteria does not limit the number of students per room to two. In fact, in the last four years, Flandreau's Average Daily Membership (ADM) was 376, 485, 504, and 527 for an average of 473. To date, Flandreau Indian Schools' enrollment is approximately 570 students. Flandreau Indian School, presently, has 28,304 square feet of sleeping space. Using the lower range of 50 square feet per student and the upper range of 70 square feet per student, would provide space for 566 and 404 students, respectively. The Bureau believes implementation of the criteria at Flandreau would permit housing for at least 500 students within the criteria and that with certain facility modifications, all students can be accommodated.

With regard to reducing the number of students to comply with the space requirements, the Bureau predicts little or no reduction, and certainly not in the magnitude of 50 percent. [redacted] The regulations also include the provision under §36.1(b) of 25 CFR Part 36 that the Bureau will, within two years from the date of publication, review and evaluate the applicability of the national dormitory criteria and make appropriate revisions. It will be during this period of time that the space and privacy requirements will be reviewed for applicability.

I hope this information allays your concerns about the future of the Flandreau School. If further information would be helpful, you may want to write directly to the Director, Office of Indian Education Programs, Code 505 -Rm. 3515N., 18th & C Streets, N.W., Washington, D.C. 20245.

Sincerely,

Acting Director, Office of
Indian Education Programs

Enclosure

Senator **Abdnor**. I am going to urge people to try to summarize as much as possible because I have a long list of witnesses, and I have to be out of here after 3 hours of hearing. So, I urge you again to summarize your written statements.

Ms. Cunningham.

STATEMENT OF BARBARA DEAN CUNNINGHAM, SUPERVISORY GUIDANCE COUNSELOR, FLANDREAU INDIAN SCHOOL, FLANDREAU, SD

Ms. **Cunningham**. I am Barbara Dean Cunningham, supervisory guidance counselor, GS-11, in charge of the Girl's Dormitory at the Flandreau Indian School at Flandreau, SD.

Permit me to give you a little of my background. My grandparents, John and Marjorie Lamar Conroy, are products of BIA boarding schools. Marjorie Conroy attended Riverside Indian School in Anadarko, OK, and graduated from the Chilocco Indian School, Chilocco, OK. My grandfather, John, was a 1920 graduate of the Flandreau Indian School; was the valedictorian of his class; and, upon his retirement from the BIA, was superintendent of buildings and utilities at Pine Ridge, SD. My parents, William and Vivian Conroy Cunningham, are products of BIA boarding schools. My mother, Vivian, graduated from Bacone Junior College, Muskogee, OK. My father graduated from Haskell Institute and is currently a facilities manager, GS-11, at the Riverside Indian School, Anadarko, OK. I am a product—and very proud of that fact—of a BIA boarding school, Haskell Institute, class of 1970. As you may gather, BIA boarding school education has been a major success factor in my family. However, my background is not exclusive; many of our current students have the same background.

We give our students not only a basic education, but a knowledge of how to deal with life's realities and to understand and analyze facts through deductive reasoning. The students, therefore, turn to us as teachers, counselors, and surrogate parents for the answers to their questions. The fact and reality of this situation is that the Flandreau Indian School is not in compliance with the newly established boarding school standards. Here are a few questions I have been asked within the last few months, for which I have no answers.

Who said I am uncomfortable because there isn't enough space in the dorm?

Who came up with these magical numbers for space per student?

If the enrollment is cut, who will be denied admittance? And am I not going to be allowed to return?

If I want to go to school here and I can't get along at home because of problems, and I can't come here because I'm not in the right number, where am I going to go?

Who is denying me the right to an education, and why? Because this is where I want to be.

Is this just another excuse to try and close the school because it didn't happen 3 years ago?

What's going to happen to my brother and sister who want to go to school here and might not be let in?

Why do education budgets get cut when all I've ever heard is that an education is the only way to get ahead?

Instead of cutting enrollment, why can't they build us a bigger school so more of us can go to school instead of being dropouts going on welfare and Indian relief?

I've explained budget cuts, national deficit, and Federal regulations, but that does not satisfactorily answer the question of, "What am I going to do?" I welcome any suggestion and/or answer to this question because I am concerned about the future of my people.

The final fact and reality: Without the Flandreau Indian School and the limitations being placed upon it, many Indian young people will not be given the opportunity for an education and the chance to succeed in life, a sad fact and a tragic reality.

My last statement: If education is so expensive, what is the price of ignorance?

Senator ABDNOR. Thank you for your fine statement.

Ms. Hansen.

STATEMENT OF LINDA HANSEN, FORMER STUDENT, FLANDREAU INDIAN SCHOOL

Ms. HANSEN. My name is Linda Hansen and I'm a former student of Flandreau Indian School. I graduated in 1973. I attended school here for 3 years; after graduation, I went on to vocational school and got a practical nursing degree. I returned to Flandreau because there was something like a void in my life; I guess it did so much for me, I wanted to do for the other students what Flandreau Indian School did for me.

But the point I want to make is that during the 3 years that I attended the Flandreau Indian School, at one time, when I first came, I had three other roommates, so there were four of us to a room. Another time, I think there were three; another period, one; then two. And in no way, shape, or form did it hinder my learning. It didn't make any difference how many roommates I had; I was still learning. I was able to learn. The number of people in my room made no difference.

And basically, that's the purpose of the Indian schools, for us Indian kids to get a good education, which I feel I did when I attended Flandreau Indian School. I didn't have any difficulty attending post-secondary education schools.

Like I said, it didn't make any difference how many roommates I had. I was still learning, because the staff and the teachers taught me and I was able to learn, regardless of how many people were in my room.

[Statements of two additional employees of Flandreau Indian School follow:]

STATEMENT OF CONNIE WENDELL

My name is Connie Wendell. I have taught English at Flandreau Indian School since 1969. I taught in public school for seven years before that.

Since I started teaching here, the student body has changed. In the early seventies, the students chose Flandreau over other schools available on their reservations. Now the students are here because of social reasons. Many are from only one parent families. Some are too far from a school to attend regularly. In some instances, prejudice and its ramifications have made it difficult for students to attend public schools.

I have taught in public school. These students need the education more than the public school students. In a boarding school situation, the students have the opportunity to attend school. Indian students also get an education where they learn to live in a white society. Most public school students can survive in their own environment, but Indians must learn to live in two cultures. To get the tools to survive, they must have a chance for an education. Boarding schools such as Flandreau have a excellent daily attendance records. As any educator can tell you, students are learning in the classroom regardless if it seems they are or not. FIS students are learning much more than academics. They are learning to get along, are learning independence, and are learning social manners.

The square footage in the dormitory is an issue now. Families in the midwest are accustomed to living together. Even though this is true, the scholastic scores in the midwest are high. I would like to see the studies which prove that room size and numbers of roommates affect a person's ability to get good grades. My own son and daughter had separate rooms, but they did not have fifty square feet of floor space exclusive of furniture. If a person' personnel "space" is the issue;, the colleges in the United States are in trouble.

Many of our students have lived in rooms by themselves or with one roommate. They did not like it because it was too lonely and boring. Indian students are friendly and like being with their peers. They want people around. They are more family oriented than other cultures. Many of our Indian students are living with extended families at home. If they were expected to have only one other person with them in room, it would be alien to their lifestyle.

Many of the standards are good for Indian students, but there are no statistics to prove that the dormitory standards will help the average Indian students' academic achievement. Please grandfather all existing dormitories so that we can get on with educating Indian students without this legislation threatening some of them without an equal chance for an education. Thank you.

STATEMENT OF JOHN WENDELL

I am John Wendell, Supervisory Guidance Counselor Boys Dormitory, I have worked here at Flandreau Indian School since 1969. After working with many students over the years, I can see that most of our students would not complete school without being at Flandreau Indian School. Our school does more than give them a place to finish high school. Our students learn to live with other people, learn independence, learn to make decisions for themselves, learn to socialize with others, and learn to interact with students from other tribes and places. We have programs that help them with some of the personal problems that they have such as: abuse, drinking, drugs, school work, and many other social problems.

Our students come from mostly large families and usually over half from broken homes, or different types such as foster homes, group homes, or having lived with relatives.

Many homes that our students come from do not have 50 square feet in the sleeping area for each person. Many of the homes of our staff, as well as others in town, would not meet the 50 square feet per person in sleeping areas of their homes. I believe our dormitories provide sufficient space and should be "grandfathered" into compliance for the standards.

Senator **ABDNOR**. Well, thank you very, very much.

I want to thank our entire panel for your testimony and for the evidence and statistics you have submitted for the record.

We are pleased now to call on Mr. William Janklow.

STATEMENT OF WILLIAM JANKLOW

Mr. **JANKLOW**. Good morning, Senator. Thank you very much for the courtesy you have extended to me by giving me a few minutes' opportunity to have a chance to visit with the committee.

I have had a rare opportunity this morning because normally, when a Senator or a Governor or a Congressman attends a hearing, invariably they move them right to the head of the line. And today I have had a unique opportunity—because other people were scheduled—I have had a chance to listen to some students come up and talk about their desire to continue going to school, which I think is overly impressive.

Let us just take a minute—and I am going to be very brief this morning—but let us take a minute to look at the situation with respect to types of schools, the types of environment, and the type of living conditions that many of the students at the Flandreau Indian School come from. We are talking about people who sometimes come from areas where drugs are more prevalent than a lot of other places in American society. We are talking about a place where hundreds of thousands and millions of dollars have been spent to try and deal with alcoholism problems. We are talking about students and young people—some of them come from areas where 40 to 50 square feet per person to sleep is a luxury, because they have an awful lot less than that.

We are talking about people that have a tremendously difficult time in attending school on a regular basis because of transportation problems or family problems, or just overall truancy-type environmental concerns. We are talking about people that don't always get an adequate nutritional diet so that they have the ability to go to school and learn. We are talking about people that don't get a good night's sleep, all too often, and—again—don't have the ability to go to school and learn.

We are talking about young people whose dropout rate in education is virtually the highest in the Nation. We are talking about young people who are the future Indian leaders of America, and I think that is—honestly, absolutely—ludicrous that one would be overly concerned about the size of the space available where these students sleep, recognizing that the vast, vast majority of their time is spent in social activities, spent in educational activities, spent in athletic activities and classroom activities and the ability to roam around this entire campus. We are not talking about people that are locked into their rooms for a sustained period of time so they could be too overcrowded.

You know, I think honestly it is the height of intellectual dishonesty to have my Government, the National Government, all of our National Government use as a disguise the amount of square feet of dormitory space to try and close a school.

I remember when I got out of the Marine Corps and visited with Carl Mundt, Senator Mundt, over in Madison one day, as he was introducing bill after bill to rebuilt this campus and to put the new dormitories here and the new classroom facilities and the new auditoriums, and his dream for making this an excellent institution that would really forge and assist in providing for the Indian leadership of the future. And I think it is the height of intellectual dishonesty to turn around and use the excuse of the amount of square feet available to sleep as the disguise to close down this facility.

I won't analogize it to a prison situation, but I venture to say that anybody that is drafted these rules has never served in the Navy aboard a ship and known how much room there is to sleep on a Navy ship. I venture to say none of them have ever been in boot camp. I venture to say none of them have ever been in the Marine Corps. I venture to say very few of them have ever been in the

Army, because if they were they would find out that there is a lot less space available for a lot of those people than there is when we're talking about this type of facility.

In the final analysis, we are really talking about an institution that the Government built to Government standards; and now the Government is coming in and saying, "We are going to use our inability to have done it right to cause these young people problems." I spent 7 years living on the Rosebud Indian Reservation after I got out of law school, and I spent many years of my life here in the Flandreau community. And I have never, ever, ever seen a situation where you found Indian young people who came and asked—and literally have had to beg—for the opportunity to continue to go to school.

I listened to a young lady here this morning who by any reasonable measure that you want to apply—a solo mother, a single parent, a young lady with a young child—talked about the fact that she is too old to get into the normal school environment. She is a lady who has been dedicated to spending her life on welfare and public assistance, who has been given an opportunity because of the resources and the facilities that are available at this institution.

And the final thing I will say is this. I find it absolutely incredible, the callous disregard that I find at the national level in the bureaucratic offices—and I am not talking about the legislative branch; I am talking about the executive branch—that would make decisions that could thrust these people back to the environment from whence they came, where they and their families don't want them to go, so they can become lifelong problems in terms of not having an adequate education, in terms of having alcoholism problems, in terms of living in a place where there is nothing to do and no education as well as academic as well as occupational environment that they can use to develop their personal well-being.

This school has stood for quality education and opportunity for young Indian people for decades. And to now come through with these types of regulations is ludicrous, and I would really ask the Senator to please use the good graces that you have back in the Senate—not to pass a resolution; not to compel the administrative offices to make a temporary decision to keep this school open—but to pass legislation that mandates and says that the Flandreau Indian School shall be maintained and continue to provide educational opportunity for young Indians as long as there are young Indian people and their families who desire to have them come here and attend this institution so they can be part of America's future instead of part of America's problems.

Thank you very much.

Senator **Abdnor**. Thank you very much for that fine statement.

We have another witness who has, I think, another appointment that he just has to keep. Mr. William Ellingson? I am going to move him up in the order of testimony today.

STATEMENT OF WILLIAM ELLINGSON, ATTORNEY, FLANDREAU, SD

Mr. **Ellingson**. Good morning, Senator, other members of the panel. I, too, want to thank you for coming to Flandreau today.

I am Bill Ellingson, an attorney in Flandreau. I have been practicing here for 10 years. I have served 8 of those years as State's attorney or prosecuting attorney; the last 12 or 14 months I have been serving as a private attorney. And I want to draw upon that experience to share with you today the importance that I feel that this institution—and, for example, the Indian school in Wahpeton, ND—serves for the Indian students.

Let me draw upon my last, most recent experience. I was court-appointed to represent an Indian boy who was, I would say, in the middle school grades, maybe the 7th grade, from the Flandreau area, attending the public school system. Recently—last fall—I was appointed to represent him on a petition that was of a nature of a child that needed supervision. In other words, this boy was not a juvenile delinquent; he had not violated any laws, but he was in need of supervision because he did not have the supervision at home to get him out of bed in the morning and get him to school. He was a truant. Because he was not attending school, he was failing.

I worked with this boy and tried to find and discover and analyze all of the opportunities that might be available to this boy, including staying at home and trying to work it out in this area. One of the opportunities available to this boy was the Wahpeton Grade School in Wahpeton, ND. As it turns out, he enrolled at Wahpeton; and I have talked to him since and I have talked to the school administrators up there, and he is doing very well.

Just to give you an example, I saw his report card for the first few weeks of school here at the public schools. He was getting an A in spelling, and I think we all realized that there's a natural ability there if he was getting an A in spelling. But as the weeks progressed and as he missed more school, he was flunking. Now, he is doing very well in Wahpeton.

Both Indian and non-Indian students alike have a problem with truancy if they are not getting the supervision at home. This can happen. They can start failing in school. They can become dropouts and they can become dependent upon society. Obviously, the non-Indian students—as well as the Indian students—who get into this problem, there are other placements that can be made for them. But the Indian school students—so far, anyway—still have the opportunities of the Wahpeton School and the Flandreau Indian School where they can be placed on a boarding school basis if the situation at home is not adequate to keep them in school.

That is just one example that I want to cite to you, drawing upon my experience, that I have found that opportunity very, very valuable. And with the regulations that have been adopted and are about to be implemented, it is going to deny up to 300 students the opportunity here at Flandreau Indian School. I think it is ironic that on one hand, as I read some of the testimony offered by Dr. James Martin, it is ironic that it opens with the statement to the effect that the act of November 1, 1978, talks about establishing academic standards and criteria for dormitory situations for boarding schools for Indian students.

They are talking about planning for the future of these Indian school students in 1978. It is ironic, the number of schools that have closed since that time; it is ironic, the very strong effort that was made to close the Wahpeton schools and the Flandreau Indian School back in 1982. It is more than ironic; I tink it says a lot about the attitude of the administration. I think that attitude is that there are other opportunities just as good on the reservation as there are on the off-reservation schools. But I adamantly deny that. I think they are living with a falsehood.

There are not the opportunities on the reservation that there are in the off-reservation schools. They are denying the opportunities to these students by restricting the enrollment here at the Flandreau Indian School. They are doing so without the input from the students themselves, from the alumni, and from the parents and from the school board of this institution. And as I mentioned, I think that says a lot about the attitude of this administration.

I want to close, Senator, by relating to you very briefly—my family and I, my wife and two daughters, ages 5 and 10, crossed the State of South Dakota last summer and toured the beautiful Black Hills. On the way out there we stopped in the Badlands. We stopped the car at the southern edge of the Badlands and we looked off to the south, and I stopped and reflected for a minute, and I commented to my family, "You know, we are looking over part of the Indian reservations of South Dakota." And that was some of the most desolate country that I have seen.

I haven't been all over this country, but the Badlands of South Dakota are desolate. You know, that says a lot about the attitude of our Government toward Indian people. I said, "Kids, I have to admit I am ashamed by what has happened in the past. We are not personally responsible for that; developments that occurred over 125 years ago led to this, but I am ashamed."

One thing about it, Senator, we are going to have to be careful so that we do not reflect—10 years from now—back and think to ourselves, "We were personally responsible, and we are now ashamed of what we didn't do when we could have." So if there is any message—aside from the regulation that we are dealing with here today—if there is any message you can take back to Washington, both to the Congress but more importantly to the administration, that is that Indian people and non-Indian people alike are not going to sit back and see this administration erode away and shirk the responsibilities that it has under the trust laws and the treaties that we have with Indian people. Primarily, Indian people bargained away a lot; but they included in there the responsibility of our Government for Indian education, and we cannot shirk that responsibility. Otherwise, we will be very ashamed of ourselves.

Thank you.

Senator **ABDNOR**. Thank you, Mr. Ellingson.

We have next Dr. James Martin, who is the Assistant Director for Education in the Bureau of Indian Affairs, Department of the Interior, who is accompanied by Jack Belkham.

Dr. Martin came all the way out from Washington; we are glad to have you here today.

STATEMENT OF JAMES MARTIN, ASSISTANT DIRECTOR, OFFICE OF INDIAN EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, ACCOMPANIED BY JACK BELKHAM, SUPERINTENDENT, FLANDREAU INDIAN SCHOOL; HARRY EAGLE BULL, AREA EDUCATIONAL PROGRAM ADMINISTRATOR, ABERDEEN, SD; AND LEROY CHIEF, SUPERINTENDENT, WAHPETON SCHOOL, ND

Mr. MARTIN. I am glad to be here. I hope you can understand my voice; I have a little bit of a cold.

I would like to introduce, on my far right, Harry Eagle Bull, who is the area educational program administrator in Aberdeen, to my immediate right is Jack Belkham, superintendent here at Flandreau; and to my left is Leroy Chief, superintendent at Wahpeton.

I believe that my statement has been submitted for the record. I would only like to add a statement or two here, and then we four would be glad to answer any questions that you might have.

It is a fact that Public Law 95-561, passed in 1978, did require the Bureau to implement and devise several sets of regulations, and the academic and dorm standards are only one set. The statute did, in fact, require space and privacy, verbatim. I have known the various task groups that have worked over the last 5 or 6 years to get these standards done. They were all well-meaning people and they thought they were putting together some square footages, when it actually came down to that, which were reasonable.

Now, as these have been put forth as final, and as we start a long process of implementation, the Bureau and my office have been well aware of the fact that we're to look at these and to revise them to fit the need as they exist within our schools. So I cannot come to you and say that this is a hard and fast decision made by the Bureau, that there is no room to make exceptions or to take a look at things.

I would also like to state that until all the data is in and we have reviewed all the compliance reports from all 187 of our schools, we are really not in a position to say that we're going to take action against Flandreau or Wahpeton or any other school.

So with those comments, I'll be glad to try to answer any questions that you have.

[Mr. Martin's prepared statement follows:]

STATEMENT OF DR. JAMES MARTIN, ASSISTANT DIRECTOR, OFFICE OF INDIAN EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, IN FLANDREAU, SOUTH DAKOTA, BEFORE THE HEARING OF THE SELECT COMMITTEE ON INDIAN AFFAIRS, UNITED STATES SENATE, ON IMPLEMENTATION OF DORMITORY STANDARDS ON THE FLANDREAU AND WAHPETON INDIAN SCHOOLS.

FEBRUARY 10, 1986

Good morning Mr. Chairman and Members of the Committee. My name is James Martin, I am the Assistant Director, in the Office of Indian Education Programs. Thank you very much for the opportunity to discuss with you the application of dormitory standards to the Flandreau and Wahpeton Indian Schools.

The Act of November 1, 1978 requires the Secretary of the Interior to establish academic standards for the basic education of Indian children in Bureau of Indian Affairs' schools and national criteria for dormitory situations. This task took several years to accomplish but after numerous reviews and drafts, the Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations were published as proposed regulations on March 23, 1983.

The proposed regulations reflected State and national accrediting association formats and followed the standard terminology used by the National Center for Education Statistics. The regulations were divided into several subparts: Subpart A contained general provisions applicable to both the academic standards and the dormitory criteria. Subparts B through G consisted of the minimum academic standards for the basic education of Indian children. These subparts provided for the programs of studies, the requirement for grade completion and graduation, the requirements applicable to instructional support functions, the evaluation of the impact of the established educational standards, and the requirements for compliance with the standards by all schools within the Bureau of Indian Affairs education system. Subpart H contained the national dormitory criteria and provided for a home living guidance program, residential staff-student ratios, space and privacy requirements, and compliance requirements.

Since the hearing is more specific to the dormitory criteria, particularly the "space and privacy" requirements, I will specifically address these particular concerns.

The proposed regulations that were published for comment on March 23, 1983, contained the following "space and privacy" requirements for dormitory programs. For grades 1-8 dormitory facilities, a space footage varying from 50 to 65 square feet per student would be allowed for sleeping rooms, exclusive of furniture (wardrobe, desks, beds, etc.). Dormitories serving grades 9-12 would require sleeping room space of no less than 70 square feet per student.

During the comment period, seven commenters agreed with the proposed 50 to 65 square feet per elementary student requirement, exclusive of furniture, but pointed out that current facilities would not allow continuation of the current enrollment levels. In response, the regulations were changed from the proposed "varying from 50 to 65 square feet" to "averaging from 40 to 60 square feet".

Twelve commenters stated that the proposed 70 square feet requirement was unrealistic for current facilities, but that it should be used, in a modified form, in the construction of new dormitories. In response, the rule was changed from "70 square feet" to "averaging from 50 to 70 square feet", exclusive of furniture.

On September 9, 1985, the regulations were published as final.

In order to develop a plan for the implementation of the regulations, on October 8, 1985, all school and dormitory administrators were directed to submit a report as to the status of their compliance with the regulations. On December 26, 1985, we received a compliance report from the administrator of Flandreau Indian School. The report indicated that Flandreau would not be able to meet the "minimum on-duty paraprofessional staff/student ratio" and the "50-70 square feet" requirement for space and privacy for each residential student. A team is currently being selected to conduct an on-site review of the school to verify the report and provide assistance for identifying an appropriate course of action to achieve compliance. We expect to complete the review by the end of February. Until a complete review is conducted and all options have been reviewed with the school, we do not know what actions will be taken. Therefore, at this time there are no plans to close, consolidate or significantly alter the school because of the implementation of dormitory standards. We do not have sufficient information to make any judgments at this time.

The development of the space and privacy criteria was based on research studies that show that there is a strong relationship between delinquency (which include drop-out rates) and housing density. The lack of privacy can negatively affect students and overcrowding of dormitory accommodations can be detrimental to the homeliving situations and study habits of students. The enrollment at Flandreau Indian School this year has dropped from 633 students enrolled in September to 426 students on January 21, 1986. We are concerned that a density factor could contribute to this low retention rate. It is our intent for students to have adequate space and privacy, which we hope will lead to higher retention at all our boarding and dormitory facilities.

On December 26, 1985, we received a compliance report from the administrator of Wahpeton Indian School. The report indicated that they were in compliance with the "space and privacy" requirement.

This concludes my prepared statement and I will be pleased to answer any questions that the Committee may have.

Senator **Abdnor**. Let me ask you, when do you think that report or whatever you are looking at will be issued?

Mr. **Martin**. I don't know the answer to that. I do know that for Flandreau's case, we will have a validation team, if you will, out here within the next week or two. And the dormitory situations, we are going to have about 80 of those across the total system. The preliminary data is that we may have some problems in about 9 or 10 of them, so those are the ones that we are going to focus on, those 9 or 10. So I would hope that within the first part of April we would have some kind of report for you.

Senator **Abdnor**. I think the atmosphere here—"big brother" moving in from Washington and telling us the school should not be kept open because—we have been kicking this around for a long time. I guess I am pretty prejudiced, and even more so today after hearing these witnesses. I think you heard from these young people, their strong feelings on the dorm. They told us they have the same conditions or better than they have at home.

Do you have any statements, fellows?

Mr. **Martin**. No, they don't.

Senator **Abdnor**. Is there anything we should add that you want to say for the record?

Mr. **Belkham**. Senator, I just might add to what the students have said here, and to what the people have testified earlier, that space has not been a problem here in our opinion at the Flandreau Indian School. And we don't feel it will be a problem in the future if they see reasons to "grandfather" in the existing facility. Obviously, we will have a problem if we have to go with the current square footage requirement; it will, in fact, cut our enrollment drastically and will take away the opportunity for many of these young students to complete their high school education.

It has also been stated that many of these students would not go on to high school. And those that leave us—and they leave us for a number of reasons—many of them do not go on to high school. Many of them do apply and are reaccepted back, and the second time they come to us are successful.

So I guess the point is, Senator, that we feel like we are doing a good job, but we want the opportunity to continue to do the same good job at the same level that we are currently working at. Thank you.

Senator **Abdnor**. Thank you, Jack. You have been around here, and you know. I think you touched on this. Do you really feel that they are overdoing these space requirements?

Mr. **Belkham**. Yes, sir, I do. That is my opinion.

Senator **Abdnor**. I think it is important to distinguish—let me state this on the record—some people would like to drive a Cadillac instead of a Chevrolet because they are happy with it, it does the job, and it is a pretty nice car. And I kind of feel that way about this situation. I just shake my head and think that on the one hand we are telling people we have got to cut down on spending, and then other people come in here and say we have got to expand everything and make it bigger and better.

Have you had any complaints?

Mr. **Belkham**. No, sir, I haven't. We have looked into this—especially after this law has been proposed and will go into effect—as we see it now, it will go into effect in the fall of 1986 unless something is changed. But we feel we will have to be in compliance with the regulation for dormitory space in the fall of 1986. In fact, we have a memo from the central office saying that we should be in compliance by the fall of 1986. Mr. Martin has indicated that perhaps that won't be the case, but we will need to have that memo rescinded before we get out from under the gun in the fall of 1986.

And also, as was stated earlier, these are sleeping rooms. There is very much space available to these young people around the campus; not only within the dormitory, but in the canteen and within the gymnasiums and this nice auditorium that we are in here, currently.

Senator **Abdnor**. It has been brought to my attention that schools that did not try to get into compliance—on swimming pools—had 2 years to do so.

Mr. **Belkham**. From when? Maybe Mr. Martin could address that part of it. We have the understanding currently that we have to be in compliance by the fall of 1986.

Senator **Abdnor**. Would you care to comment on that?

Mr. **Martin**. Well, I am aware that the regulations, as they currently are, do have to be revised and amended within a 2-year period of time. But as far as implementation, as far as I know, my office is looking toward this goal. But as with many things in the Bureau, when you are talking about change, you have got to look at phasing in things. And I really haven't held Harry or Jack or Leroy, here, personally accountable for them being unable to meet these at the current time.

Senator **Abdnor**. I appreciate those remarks. I appreciate the responsibility you have, but we get a different signal here.

Does anyone care to step up and make a statement? Leroy Chief?

Mr. **Chief**. Thank you, Senator. Just a comment I would like to make. In the enrollment of the Flandreau Indian School, we have roughly 35 to 40 percent of the students that have left my school; and Flandreau being a bit bigger or larger school than Wahpeton, an opinion I would share with you is that if Jack was to continue or follow through with the curtailing enrollment to roughly half of his current enrollment, I would see some difficulty for some of the students that leave my school. The difficulty would probably be in being denied enrollment. The probability of some of my students getting here would be diminished. And that is probably one area I would have concern on. Based on that, I had responded originally to the bill when it was in the proposal stages, that being that our schools were already in existence, they were constructed under different standards, our facilities should be grandfathered in with the current enrollment capabilities. Thank you.

Senator **Abdnor**. Thank you. Your standards compliance is pretty well in hand at Wahpeton?

Mr. **Chief**. I am not greatly affected by this because of the differences in the square footage for grade school kids versus high school kids.

Senator **Abdnor**. You are very concerned about the effect of the closing here at Flandreau and what it would have for you?

Mr. **Chief**. I have some concerns on it, yes, sir.

Senator **Abdnor**. Thank you very much, Mr. Chief.

I don't want to shut anyone off if you have anything you want to say. Mr. Eagle Bull?

Mr. **Eagle Bull**. Thank you. We, of course, are quite concerned about the effects of any standards, whether it is these or any others down the road, as it affects any school within the Aberdeen area. And we have been working real close with these two schools and the other schools that are under our office, and we do share the same concerns that you have heard this morning from both Mr. Belkham and Mr. Chief and all the students that did testify.

We have looked at the compliance report as it was submitted by the school and are awaiting the validation team as it comes out to the two schools in question here. And we believe that any time we curtail any opportunities for any education, whether it be for the Indian student or any other student, we are curtailing our own future. And we are concerned that whatever comes out of the final results of the review team, that we do take into serious consideration the existence of the school as it has been operating. We work quite closely with this school and believe that it can continue to operate on the same lines that it has been for a number of years. And I think that anyone that takes the time to go through the dormitories and go through the entire campus will see the variety of space utilization and the opportunities that we do have that the students can and do make use of.

So I see it as a thing that we need to look at very carefully, that we take into consideration all aspects of this educational program and not just focus in on one small part of the operation. Thank you.

Senator **Abdnor**. Thank you.

Let me ask you—in the event that something turns out to be out of compliance on the space requirement, what do you think the BIA would do? Do you think they would go down and try to force them to close?

Mr. **Eagle Bull**. Well, it depends on when they decide whether we are or are not in compliance. If you look at the regulations, it is like Dr. Martin said; it will be looked at this fall. But if we get a reprieve for 2 years, 3 years down the road, I think that that reprieve is fine but I would hope that we would have our game plan laid out so that we don't wait until the 2 years have elapsed and then start thinking about what we are going to do. Because when you run a school and when you cut enrollment or you add enrollment, you have a lot of other adjustments that you need to make; and in the system we operate, those adjustments don't come very fast and they don't come very easy. There's some leadtime needed, either one way or the other.

Senator **Abdnor**. Well, the more I come here, the more convinced I am that this is one of the most stupid things I have ever seen carried out, on the basis of what I have seen. I can't believe, when I look at the dormitories—that of all people—the Federal Government is crying about all the things that are wrong and all the heavy expenditures. When you have something that is working, why try to fix it? That is all I can say. You have been around these kids and you have seen them come in. What would you say—what percent of our enrollment here actually has far better lives here than they probably do in their homes? The living conditions; I am not discussing families. The bedrooms they have, the food they eat, and all that goes with it.

Mr. **Chief**. Well, I think many of our students here come to any of our schools—I am sure that the facilities that they see and that we are able to provide for them at the schools are, in many cases, unfortunately, much better than they have at home.

Senator **Abdnor**. What do you think the school means to these kids? Maybe you are not the one I should ask, but don't they walk out of here after an education far more mature, better equipped to live in this world than they were before they came in?

Mr. **Chief**. Well, perhaps Mr. Belkham might be able to answer that better than I can, but I would like to comment that anytime you look at a school, an off-reservation boarding school where you have students come into the school, for some of these students it is a last effort for them. It is a last opportunity for them. And I think we need to make sure that once the students get on campus, we are prepared the best we can to help make that last effort a successful one for them.

Senator **Abdnor**. Mr. Belkham, would you care—I would like your thoughts on that. Where would these kids—what will happen to these kids if this school is closed?

Mr. **Belkham**. Well, I can tell you from the students that we have lost. After they leave Flandreau for whatever reason, 9 times out of 10 they contact us by telephone or by letter stating that they are home and they are not doing anything, and they regret having left Flandreau. And as I mentioned earlier, many of those reapply and do come back. It is, in very many cases, the last opportunity for these young people to obtain that high school education.

And as what has been stated earlier, it is the name of the game for Indian people; to be successful citizens within the dominant society, education is the key. It means very much, Senator, very much.

Senator **Abdnor**. I couldn't agree more with you.

Mr. **Belkham**. We appreciate your efforts, Senator.

Senator **Abdnor**. Thank you all very much.

Our next witness is Cynthia Kipp, president of the Flandreau School Board.

STATEMENT OF CYNTHIA C. KIPP, PRESIDENT, FLANDREAU SCHOOL BOARD

Ms. **Kipp**. Good morning, Hon. Senator Abdnor, FIS staff, students, everyone, ladies and gentlemen. I am Cynthia Kipp, Blackfeet, chairman of the Flandreau Indian School Board, mother of 9 children and 19 grandchildren.

Thank you for responding so quickly to our cry for help, Senator, in regards to the dormitory criteria. I have here 75 letters of testimony from parents and alumni from the Blackfeet Nation.* I have also have here—that I would like to draw your attention to—Flandreau Indian School had a meeting after the regulations came out in September, and we drafted a resolution. I won't read all of the resolution, but upon hearing the testimony that you have heard here this morning, I would like to state that our students are not in their sleeping rooms for extended periods of time. The students have 1,854 square feet of living room space. In addition, in the basement they have hobby shops and activity rooms; they have 5,255 square feet. They also have a spacious dining room where their meals are served. They have a large student center complex, two gymnasiums, and an auditorium where they have various activities, including movies on the weekends. The academic building library is open some evenings and all weekends for the students.

---

*Retained in the committee's files.

The entire campus has been designed around the 600-student capacity, and the Flandreau Indian School Board emphatically states that the sleeping quarters now existent are more than adequate for our students.

I also have testimony here from Earl Old Person to the Senate Select Committee, and Mr. Old Person states that the Indian people must remain united in their efforts to maintain and enhance the educational opportunities for Indian youth. The Blackfeet Tribe is committed to such a policy and stands ready to offer whatever assistance is necessary to further said educational opportunities here at Flandreau Indian School.

I also have a letter here from Tom Thompson, who is on the task force for the State of Montana Educational Board, and he is very concerned because, like on every reservation throughout the entire United States of America, reservations such as they are, we know that there isn't enough space in the public schools now on reservations were Flandreau's enrollment to be cut in half, knowing that the other off-reservation boarding schools have been closed.

Tom Thompson says that:

> As you are aware, several Blackfeet and other Montana Indian students currently attend Flandreau. Browning Public Schools enroll approximately 1,400 elementary students and 430 high school students. We are severely crowded at the elementary level. Two second grade classes are currently at the Junior High School. Another class is housed in the Mormon Church. In addition, we are now attempting to rent five classrooms at the Catholic Church. The high school situation is even more critical; Browning high school was built for a maximum capacity of 350 students.
>
> We are housing students in two sheds, two apartments, and a central kitchen facility, all of which are ill-suited to learning. In three to four years we expect a high school enrollment of approximately 600. As you know, we have virtually no means to generate construction funds. We are currently awaiting the final scores for our Public Law 81-815 applications, however. In short, added students from Flandreau would further complicate our already-crowded campus. If I might be of further assistance, please do not hesitate to call. Sincerely, Tom Thompson.

I am sure that all the other reservations are faced with this same dilemma, that the public schools on the reservations could not and would not be able to house students who would not be able to come here to Flandreau if the enrollment is cut in half.

I also have here a resolution from the Blackfeet Tribal Nation supporting the Flandreau School Board resolution.

There are resolutions from the National Indian Education Association, National Tribal Chairmen's Association, and the Off-Reservation Boarding School Association.*

Flandreau is a fully accredited high school. Flandreau is proud of its former graduates. Flandreau has graduated Indian students who have gone into every walk of life—business administrators, health administrators, doctors of education, school teachers, architects, lawyers, nurses, dental technicians, secretaries, carpenters, masons, electricians, and plumbers. Flandreau has a fine curriculum. We are proud of our Solo Parent Program. We have initiated drug and alcohol abuse programs here.

---

*Retained in the committee's files.

Flandreau Indian School has requested additional dormitory space, and to date we have not heard whether we—we haven't even been advised—we haven't even been graced with a letter from our resolution and the request, asking for additional space for dormitories.

[Material referred to by Ms. Kipp follows:]

October 4, 1985

Re: Minimum Academic Standards

Dear

It has come to the attention of the Blackfeet Tribal Business Council that new minimum academic standards in the above area of Indian education have recently been published in the Federal Register as 25 CFR Part 36. This matter comes to the attention of the Blackfeet Tribal Business Council because a significant number of Blackfeet students attending Flandreau Indian School in South Dakota are directly and adversely impacted by the final rule as it appears in 25 CFR Part 36.

Ms. Cynthia Kipp, Chairperson of the School Board of Flandreau Indian High School and an enrolled member of the Balckfeet Tribe, has advised the Blackfeet Tribal Business Council that the Flandreau Indian School Board, by duly passed resolution, is requesting a waiver from the application of the final rule and a grandfather clause which will allow Flandreau Indian High School time to comply with the final rule under Subpart H and Section 36.76.

The Blackfeet Tribal Business Council fully and unequivocally supports the position of the Flandreau Indian School Board in its efforts to obtain a waiver from the compliance provisions of 25 CFR Part 36. Many members of the Blackfeet Tribe have been educated at Flandreau Indian High School. Its continued ability to particpate in the educational development of tribal members is of paramount importance to the Blackfeet Tribe as well as the other Indian Tribes whose members attend Flandreau Indian High School.

The Indian people must remain united in the efforts to maintain and enhance the educational opportunities for Indian youth. The Blackfeet Tribe is committed to such a policy and stands ready to offer whatever assistance is necessary to further said educational opportunities.

Thank you very much for your time and efforts in resolving this matter.

Sincerely,

EARL OLD PERSON, Chairman
Blackfeet Tribal Business Council

Browning Public Schools
SCHOOL DISTRICT NO. 9
Browning, Montana 59417

February 7, 1986

Mrs. Cynthia C. Kipp, President
Flandreau Indian School Board
Flandreau Indian School
Flandreau, South Dakota 57028

Dear Cynthia:

Thank you for informing me of the proposed B.I.A. regulations which could severely reduce the enrollment at Flandreau Indian School.

As you are aware, several Blackfeet and other Montana Indian students currently attend Flandreau.

Browning Public Schools enroll approximately 1,400 elementary students and 430 High School students.

We are severely crowded at the elementary level. Two second grade classes are currently at the Junior High School. Another class is housed in the Mormon Church. In addition, we are now attempting to rent five classrooms at the Catholic Church.

The High School situation is even more critical. Browning High School was built for a maximum capacity of 350.

We are housing students (classes) in two sheds, two apartments, and a central kitchen facility, all of which are ill-suited to learning.

In three to four years we expect a High School enrollment of approximately 600!

As you know, we have virtually no means to generate construction funds.

We are currently waiting for final scores for our P.L. 81-815 applications, however.

Mrs. Cynthia C. Kipp
February 7, 1986
Page 2 of 2

In short, added students from Flandreau would further complicate our already crowded campus.

If I might be of further assistance, please do not hesitate to call.

Sincerely,

Tom Thompson
Superintendent

bl

cc: Board of Trustees
L. Cornish
P. Williams
J. Melcher
M. Baucus
R. Marlenee

BLACKFEET NATION

P.O. BOX 850
BROWNING, MONTANA 59417
(406) 338-7179

EXECUTIVE COMMITTEE

EARL OLD PERSON, CHAIRMAN
JOHN "BUSTER" YELLOW KIDNEY, VICE-CHAIRMAN
MYRNA J. GALBREATH, SECRETARY

ELOUISE C. COBELL, TREASURER
EX-OFFICIO MEMBER

TRIBAL COUNCIL

EARL OLD PERSON
JOHN "BUSTER" YELLOW KIDNEY
MYRNA J. GALBREATH
ROLAND F. KENNERLY
JOE J. McKAY
ARTHUR WELLS
LEONARD J. MOUNTAIN CHIEF
CARL KIPP, JR.
TOM TAIL FEATHERS

RESOLUTION

NUMBER: 100-86

WHEREAS: The Blackfeet Tribal Business Council is the duly constituted governing body within the exterior boundaries of the Blackfeet Indian Nation; and

WHEREAS: The Blackfeet Tribal Business Council has been organized to represent, develop, protect, and advance the views, interests, education, and resources of the Blackfeet Indian Nation; and

WHEREAS: Ms. Cynthia Kipp, President of the Flandreau Indian School Board, has presented F.I.S. Resolution No. 8503 wherein the Flandreau Indian School Board urges the adoption of a Grandfather Clause exempting existing facilities from newly enacted regulations concerning the Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations, 25 CFR, Part 36, Sub-part H., 35.75 and 36.76; and

WHEREAS: Flandreau Indian School presently has sleeping quarters for the 600 student capacity which is more than adequate for the student population and that said students also have access to an entire campus designed around the student capacity, which includes areas for hobby shops, activity rooms, dining room, student center complex, two gymnasiums, an auditorium, and an academic building library; now

THEREFORE BE IT RESOLVED: That the Blackfeet Tribal Business Council does hereby endorse and support the adoption of a Grandfather Clause to 25 CFR, Part 36, exempting existing facilities from said regulations; and

BE IT FURTHER RESOLVED: That the Blackfeet Tribal Business Council strongly urges the immediate adoption of said Grandfather Clause on behalf of the Blackfeet Tribal members presently attending the Flandreau Indian School and all Indian students who otherwise would be denied educational opportunities as such that are provided at the Flandreau Indian School.

ATTEST:

THE BLACKFEET TRIBE OF THE
BLACKFEET INDIAN NATION

Tom Tail Feathers

Tom Tailfeathers, Acting Secretary

Earl Old Person, Chairman

CERTIFICATION

I hereby certify that the foregoing Resolution was adopted by the Blackfeet Tribal Business Council during a duly called, noticed, and convened Regular Session held the 6th day of February, 1986, with Nine(9) members present to constitute a quorum and by a vote of Nine (9) For and None (0) Opposed.

Tom Tail Feathers

Tom Tailfeathers, Acting Secretary
Blackfeet Tribal Business Council

FLANDREAU INDIAN SCHOOL BOARD
FLANDREAU INDIAN SCHOOL
FLANDREAU, SOUTH DAKOTA

RESOLUTION NO 85-3

WHEREAS, the Flandreau Indian School Board respectfully draws to the attention of the Secretary of Interior, Donald P. Hodel, at this time of mounting budget deficits for our Nation, we believe it is of the utmost importance that the newly enacted regulations concerning the Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations, 25 C.F.R., Part 36, Sub-part H., 35.75 & 36.76, that a Grandfather Clause stating that existing facilities be exempt from the regulations. Without the implementation of our requested Granfather Clause, this excellent educational opportunity will be denied to many of our young Indian students, and;

WHEREAS, our students are not in their sleeping rooms for extended periods of time. Within the dormitories, the students have 1,854 square feet of living room space. In addition, in the basements, they have hobby shops and activity rooms that have 5,255 square feet. They also have a spacious dining room where their meals are served. They have a large student center complex, two gymnasiums and an auditorium where they have various activities including movies on the weekends. The Academic Building Library is open some evenings and all weekends for the students. The entire campus has been designed around the 600 student capacity, and;

NOW, THEREFORE, BE IT RESOLVED, the Flandreau Indian School Board emphatically states that the sleeping quarters now in existence are more than adequate for our student population.

BE IT FURTHER RESOLVED, that copies of this resolution be sent to each Tribe whose students are represented at Flandreau Indian School to request their support by contacting their various Congressional delegations to request that a Grandfather Clause be inserted into the new regulations stating that existing facilities be exempt from the regulations.

BE IT FURTHER RESOLVED that copies of this resolution be transmitted to the Senate Select Committee on Indian Affairs; the House Committee on Interior and Insular Affairs; the Education and Labor Committee; the National Congress of American Indians; the National Tribal Chairmen's Association to request their active support on behalf of the Flandreau Indian School.

BE IT FINALLY RESOLVED, that a copy of this resolution be immediately transmitted to Donald P. Hodel, Secretary of Interior; Ross Swimmer, Assistant Secretary of Interior on Indian Affairs.

I do hereby certify that the foregoing resolution was duly presented and enacted upon at by a vote of 5 for and 0 against at the Flandreau Indian School Board Meeting held on September 23, 1985, with a quorum present.

Verna E. Wood

Verna E. Wood, Vice President
Flandreau Indian School Board

Ms. **Kipp**. This gentleman I have here is Mr. Tom Tail Feathers, a former graduate of Flandreau Indian School and a member of our Blackfeet Tribal Business Council.

Senator **Abdnor**. Let me ask you, do you feel you need additional dormitory space for your students?

Ms. **Kipp**. Yes, I think it would be nice, but what we are asking—the asking now is to grandfather clause our existing dormitories.

Senator **Abdnor**. Yes, I realize that, but I thought I heard you say——

Ms. Kipp. We did request additional space in which to be in compliance in the next 2 years.

Senator **Abdnor**. You are doing this to be in compliance? You feel that the school is adequate, and all this, but——

Ms. **Kipp**. Yes, I think that our school is more than adequate.

Senator **Abdnor**. Thank you.

Ms. **Kipp**. But I thought I would just make you aware of that, Senator.

Senator **Abdnor**. Mr. Thompson's material has been submitted for the record?

Ms. **Kipp**. Yes.

Senator **Abdnor**. Thank you.

STATEMENT OF TOM TAIL FEATHERS, MEMBER, BLACKFEET TRIBAL BUSINESS COUNCIL

Mr. **Tail Feathers**. First of all, Senator, I would like to——

Senator **Abdnor**. Would you state your name for the record, please?

Mr. **Tail Feathers**. My name is Tom Tail Feathers. I am a member of the Blackfeet Tribal Business Council. Also, I am chairman of the Blackfeet Health, Education, and Social Service Committee, and also I'm here to speak on behalf—as chairman of the Montana Indian Tribe Policy Board and the southern reservations of Montana.

Once again, Senator, I want to thank you for this opportunity to come before you and the committee. I also want to thank the board of Flandreau Indian School, their superintendent, principal, staff, and—most of all—their students, to be able to have this privilege and opportunity to stand before this committee and give my testimony.

In 1964 I graduated from Flandreau Indian School, and in 1962 we were one of the first group of students to move into the new dormitories. And at that time we had an enrollment of approximately 600 students, 300 boys and 300 girls. I came to Flandreau based on a need to have access to a quality education—access to a quality education afforded to any other high school kid across America because, while living on the Blackfeet Reservation, I didn't have this opportunity for the following reasons.

First, was the distance that we lived from the nearest high school. And this distance encompassed 32 miles round-trip, and it also meant getting up earlier and getting home later. It also meant I couldn't participate in any sports or any other activities that, normally, high school kids could be involved in simply because of the distance. My parents couldn't wait until 6 or 7 o'clock for me to get finished with whatever I was involved in. If I did participate in band or anything else—basketball or football or whatever—it meant that I either had to stay in town or catch a ride home.

So this was one reason why I didn't feel I had access to a quality education.

Second, is climate. Whenever we have inclement weather on the reservation—at least 6 months out of the year—we generally stayed home for our own safety.

The third reason was because of economics. I come from a large Indian family, and in our area there is a high unemployment rate, substandard housing, poor medical care, and it was very difficult for our parents to afford a quality education to us. And even today, our unemployment rate reaches 70 to 80 percent during the school year.

Like any other student or any other person, I would have loved to stay home and gone to school right in Browning, MT. However, all of these factors—the three factors I just stated—attributed to my low grades, tardiness, and absenteeism.

Twenty-two years ago, Flandreau Indian School afforded me this opportunity for a quality education. From Flandreau I went to one of the best-known business colleges in the United States, Dight Business College, and I also worked while in boarding school at Dight Business College and Case Western Reserve's university hospital at Cleveland, OH, as a county clerk and public relations assistant.

I was drafted in the Army in 1965. In the service, I did receive six medals, including the Bronze Star, while serving in Vietnam. I served in the field, and I also worked directly under Gen. Alexander Haig in Headquarters Company, 1st Infantry Division.

After my tour of duty I returned to Cleveland, OH, and in 1971 I received a scholarship from the University of Utah to train as one of the first native American alcohol and drug counselors. And later on, I went to work for one of the largest Indian alcohol and drug organizations as an administrative assistant.

When I returned home, I went to work for the State of Montana as a vocational rehabilitation counselor; and later on, I became one of the first native Americans in our area and the Billings area to be certified as a mental health specialist in the area of chemical dependency.

Now, I bring these facts to you, Senator, because I attribute these opportunities and education and employment to the education I received right here at Flandreau Indian School.

Presently, I have two teenage boys; one will attend Flandreau Indian School next fall. Again, they are experiencing the same problems that I had experienced when I was a young high school kid. They do live a great distance from school; they do—due to inclement weather, it is very difficult for them to get back and forth if they're to be involved in football, basketball, and so forth. And the inclement weather also causes them to miss a lot of school.

Again, these same problems that existed in my time exist today, and this is why I—I have two teenage boys, again, like I said; one attends Flandreau Indian School this fall, and I am going to do everything I can to have them attend this school because of the quality education I received here—not only the education, but those other things that are so important to be a success in life: the discipline, the independent living, the socialization, the interaction with people, all of those things; being competitive; being fair and honest, and all of those things that make a person successful, I feel, I received at Flandreau Indian School.

Again, I'd like to reiterate that any reduction in funding or reduction in enrollment or staff here at Flandreau will seriously affect the future of students at Flandreau.

We tribal leaders agree that our greatest resource is our young people. We need to assure that they have access to a quality education. Any reductions of enrollment of Blackfeet students at Flandreau or any of the other boarding schools will have very critical ramifications on the existing schools on the reservations. They are already suffering from budget cuts and overcrowding.

Once again, Senator, I want to thank you for this time and this privilege that I've had.

[Mr. Tail Feathers' prepared statement follows:]

PREPARED STATEMENT OF TOM TAIL FEATHERS, MEMBER, BLACKFEET TRIBAL BUSINESS COUNCIL

INTRODUCTION

Back in 1964 I graduated from Flandreau Indian School.

We were Sophomores in 1962 when we moved into the new Boys and Girls Dormitories. We were also the last graduating class in 1964 to use the old school.

At that time, Flandreau Indian School's enrollment was approximately 600 students (300 boys and 300 girls)

HISTORY

I came to Flandreau based on a need to have access to a quality education afforded to any other high school kid across America.

While living on the Blackfeet Indian Reservation I did not have this opportunity due to several factors:

1. distance: The round trip to school was approximately 32 miles which meant getting up earlier and getting home later.

   I also couldn't participate in any sports or other activities that other high school students were privileged to take part in.
2. climate: Whenever we had inclimate weather (which is at least six months out of the year) we generally stayed home for our own safety.
3. Economics: I come from a large family and with high unemployment, substandard housing, and poor medical care, it was very difficult for our parents to afford a quality education to us. Even today our unemployment rate reaches to 70-80% during the school year.

I would have loved to remain at home and be with my family while attending school; however, all of the above factors attributed to my low grades, tardiness, and absenteeism.

Twenty years ago Flandreau Indian School afforded me an opportunity to receive a quality education.

From Flandreau I went to Cleveland, Ohio, where I attended Dyke Business College and later on worked at Case/Western Reserve University Hospitals as an Accounting Clerk and Public Relations Assistant.

I was later drafted into the U.S. Army in 1965 and served with 1st Infantry Division in Vietnam. After serving field duty I worked directly for General Alexander Haig in Headquarters Company.

After my tour of duty I returned to Cleveland, Ohio, to work. In 1972, I received a Scholarship from the University of Utah to train as a Native American Alcohol/Drug Counselor and I later on went to work for one of the largest Indian Alcohol/Drug Organizations as an Administrative Assistant.

When I returned home I worked as a Voc-Rehab Counselor-Aid for the State of Montana. Later on I became one of the first Native American Mental Health Specialist in the area of Chemical Dependencies.

I bring the facts to you because I attribute the opportunities in education and unemployment over the past 25 years to the opportunities I had for a quality education at Flandreau Indian School.

Presently, I have two teenage boys who want to attend Flandreau Indian School next fall.

Again, it is still difficult for High School kids on the Blackfeet Indian Reservation to receive a quality education - especially, if they live great distances from school - as my two boys do.

Any reduction in funding, enrollment, staff or available facilities at Flandreau will seriously affect the present and future students of Flandreau.

We as leaders need to assume our great resource (young people) continue to have access to a quality education.

Any reduction(s) in enrollment of Blackfeet Students in Flandreau or other BIA Boarding Schools will have very critical ramifications on existing schools on the Reservation. They are already suffering from budget cuts and overcrowding.

Senator **Abdnor**. Well, we certainly want to thank you.

Do you feel, looking back on the whole thing, that you were crowded or did you have any uncomfortable or unsatisfactory living conditions once you moved into the new dormitories back in 1962?

Mr. **Tail Feathers**. Back in the 1960's, when I was here, I had the opportunity to live in the old dormitories, McCarter Hall, and some of those. And I feel the conditions weren't crowded at that time. Also, again in 1962, we moved into the new boy's dormitory and I feel that there is ample space over there for the students. I have never found anybody living in crowded conditions.

Senator **Abdnor**. I have to believe that for those students with a mom and dad living on the reservation, Flandreau Indian School can probably take care of the students better than they can at home. Is that a true statement on my part?

Mr. **Tail Feathers**. I believe that is one of the factors, Senator; and again, I brought out, you know, three other factors. One is the great distance that they have to travel, the climate, and also the economy on the reservation which contributes to poor housing conditions.

Senator **Abdnor**. Absolutely. We thank you for your appearance today.

Mr. **Tail Feathers**. Thank you, Senator.

Senator **Abdnor**. Mr. Bordeaux.

STATEMENT OF RODNEY BORDEAUX, ROSEBUD SIOUX TRIBE COUNCIL REPRESENTATIVE AND SCHOOL BOARD MEMBER, FLANDREAU INDIAN SCHOOL

Mr. **Bordeaux**. Good morning, Senator. I am Rodney Bordeaux, a member of the Rosebud Tribal Council and also, I have just been recently elected by them to serve on the Flandreau Indian School Board. The chairman of the Rosebud Tribal Council, Alex Lunderman, wasn't able to come today; as a result today, I want to read a letter written by him to Mr. Ross Swimmer, Assistant Secretary for Indian Affairs——

Senator **Abdnor**. Let me say that we will make the whole thing a part of the record.

Mr. **Bordeaux**. OK. I'll leave a copy of it.

I want to also read some excerpts from our resolution that was passed by our Rosebud Tribal Council.

Senator **Abdnor**. Those will be made a part of the record, too.

Mr. **Bordeaux**. OK.

[The referred to letter from Mr. Lunderman and the Rosebud Tribal Council resolution follow:]

WEBSTER TWO HAWK
President

BEN BLACK BEAR, JR.
Vice-President

Rosebud Sioux Tribe
ROSEBUD INDIAN RESERVATION
ROSEBUD, SOUTH DAKOTA 57570

Incorporated Under Act of June 18, 1934, 48 Stat - 984

PHONE: 605-747-2381

LLOYD B. ONE STAR, SR.
Secretary

CHARLES WHITE PIPE, JR.
Treasurer

December 30, 1985

Mr. Ross Swimmer
Assistant Secretary for Indian Affairs
Bureau of Indian Affairs
U.S. Department of Interior
Washington, DC 20240

Dear Mr. Swimmer:

On behalf of the Rosebud Sioux Tribe and Tribal Council, I would like to express our concern and position in regard to the Bureau's policy in regard to National Criteria for Dormitory Situations, 25 CFR Part 36.75. We are concerned that this new regulation would have a serious effect on the enrollment and future of the Flandreau Indian School of which thirty-four (34) Rosebud Reservation students attend.

Enclosed is Rosebud Sioux Tribe (RST) Resolution #85-175, which requests the Bureau to "grandfather clause" the Flandreau Indian School in regard to the new regulations that require a minimum of fifty square feet per student, exclusive of furniture, for dormitory facilities. It is our position that this new standard not apply to Flandreau Indian School. It would cut enrollment at Flandreau Indian School by one-half while they have to turn down up to 100 applications per year. It also undermines student/parent choice of education.

Is it the Bureau's intention to eventually close Flandreau Indian School and other off-reservation boarding schools?

The future of Flandreau Indian School is very important to us as many of our students have graduated from there and will continue to do so. It is also designated as our off-reservation boarding school.

We ask your support of our position and look forward to hearing from you once a decision has been made.

Congratulations on your recent appointment to a very important position, we wish you the best and look forward to working with you.

Sincerely,

Alex J. Lunderman
Alex Lunderman, President
Rosebud Sioux Tribe

AL:lwm
cc: Senator James Abdnor
Senator Larry Pressler
Representative Tom Daschle
Governor William Janklow

Rodney Bordeaux

Other concerns of the RST in regard to Indian Education, which will be addressed through resolutions later this month.

1. We oppose the transfer of the JOM program into the Dept. of Ed. Local community and parental input will be lost, and as a result the future supplemental programs will not address the educational needs of our students.
2. Opposed to the elimination of the Special Higher Education Scholarship funds for Indian students at the graduate level.

It is the position of the RST to support our students whether they attend public schools or BIA operated or funded schools.

Rodney Bordeaux
R.S.T. Council Representative
F.I.S. School Board Member

ROSEBUD SIOUX TRIBE
RESOLUTION NO. 85-175

WHEREAS: the Rosebud Sioux Tribe is a federally recognized Indian Tribe organized pursuant to the Indian Reorganization Act of 1934 and all pertinent amendments thereof; and

WHEREAS: the Flandreau Indian School has been adversely affected by the Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations in regard to the space requirements per child; and

WHEREAS: it has been reported that the strict enforcement of this policy would decrease the school's capacity to handle students from 600 to 300 children; and

WHEREAS: the Flandreau Indian School Board has determined that it is able to handle 600 students in a school complex designed for that number and has requested that a "grandfather clause" be added to the regulations to exempt its dorms from the space minimum; and

WHEREAS: letters are on file with the Rosebud Sioux Tribe from tribal members who are students at Flandreau Indian School in support of the School Board's determination; and

WHEREAS: it is the understanding of the Rosebud Sioux Tribe that the space allocations per child at Flandreau Indian School are near the minimum requirements in the regulations; and

WHEREAS: the Rosebud Sioux Tribal Education Committee met on this matter on December 4, 1985, and recommended support of Flandreau Indian School Board Resolution 85-3; now

THEREFORE BE IT RESOLVED, that the Rosebud Sioux Tribal Council hereby supports the position of Flandreau Indian School Board seeking a "grandfather clause" to exempt its dormitories from space minimums in 25 CFR 36, Subpart H, 36.75 and 36.76; and

BE IT FURTHER RESOLVED, that this support does not in any way contribute to overcrowding of students living in the Flandreau Indian School dormitories; and

BE IT ALSO RESOLVED, that the Rosebud Sioux Tribal Council requests the Flandreau Indian School Board and the Bureau of Indian Affairs to allow for Rosebud Sioux Tribe representation on the Board due to the increasing number of local tribal members attending the school.

CERTIFICATION

This is to certify that the above Resolution No. 85-175 was duly passed by the Rosebud Sioux Tribal Council in session on December 6, 1985, by a vote of twenty-six (26) in favor, one (1) opposed and zero (0) not voting. The said Resolution was adopted pursuant to authority vested in the Council. A quorum was present.

Alex J Lunderman
Alex Lunderman, President
Rosebud Sioux Tribe

ATTEST:

Sharon L. Burnette
Sharon L. Burnette, Secretary
Rosebud Sioux Tribe

[illegible] SUBMITTED 12-20-85.
TO [illegible] AGENCY SUPT. [illegible]

Mr. **Bordeaux**. The Rosebud Sioux Resolution No. 85-175 was passed during the tribal council meeting on December 6, 1985.

I guess our main concern on the Rosebud Reservation in regard to the Bureau's handling of Indian education is that they are very inconsistent. They have not provided any clear answers as to where they are going with Indian education. And my main question with regard to Flandreau Indian School is in Alex's letter, "Is it your intention to eventually close Flandreau Indian School?" This letter was dated December 30, and we still haven't received an answer.

We are also concerned as to other areas of the education of our Indian students, whether they attend Flandreau Indian School or other reservation boarding schools, and also public schools, as well as—once students finish high school, they go on to college.

Like I say, we haven't received any clear-cut answers from the Bureau of Indian Affairs, and we feel—I personally feel—that the Bureau of Indian Affairs is trying to get out of education. They, in the 1987 budget, are trying to cut out the special higher education fellowships for Indian students, which would provide the dollars for them to attain a graduate level degree and to go on and further their education.

It is a major concern of the Rosebud Sioux Tribe, especially for the Flandreau Indian School and also where the education dollars in the future are coming from.

If they are going to cut out education for Indian students, let us know so that we can make the efforts to do it ourselves.

Thank you, Senator.

Senator **Abdnor**. Thank you, Rodney, for coming all the way over here.

Our next witness is Dr. Dory Larson.

STATEMENT OF DORY LARSON, CONSULTING PSYCHOLOGIST, BROOKINGS, SD

Mr. **Larson**. My name is Dr. Dory Larson. I am a licensed consulting psychologist from Brookings. For the last 4 years I have been providing psychological services for the students of Flandreau Indian School.

At the present time I spend 1 full day a week meeting with both students and staff at the school. In my short time here I have seen tremendous growth on the part of the staff and their ability to respond to the needs of the students, and I am honored and proud to have the opportunity to appear before this committee.

Preparing for this testimony has been a difficult job. It is difficult to remain objective and not become emotional when we are dealing with so many young lives. It is very tempting to appear before this committee and present a subjective, humanitarian view on behalf of the Indian children of the Upper Midwest. Surely, members of this committee are knowledgeable about the adverse environmental conditions that exist in the reservations. It is tempting to talk about the numbers of students that I see regularly who have been victims of physical, emotional, and other types of abuse back on their respective reservations.

I am also tempted to address the fact that almost all the students that attend this school have been directly and adversely affected by their parents' or loved ones' abuse of alcohol. It might also be important to point out that many of the students attending this school come from single-parent homes, living well below the poverty level. Many of these students quietly grieve the death of a parent or loved one. It might also be important to point out that many of the students at this school have a severe problem with alcohol and drugs, and may be destined to repeat the tragedies of the generations that have preceded them.

Surely, the vast majority of the students who attend this school have been touched by many, if not all, of these problems. For all intents and purposes, these students are not typical students and this school is not a typical high school. Their emotional, physical, academic, spiritual, and social needs are many and the resources are few.

We are here today to discuss the proposed space requirements and how these requirements will impact on this school. You have already heard from others appearing before your committee discussing specifics of the standard and the resulting impact on the number of students that would be allowed to attend Flandreau. They have addressed the fact that, oftentimes, services provided at the school are more based on quantity rather than quality. They are in a much better, more knowledgeable position to comment on the adverse impact the new standards have on student enrollment and funding curtailment.

From a psychological perspective, members of the committee, the new dormitory space requirements as put forth by the BIA should be applauded for attempting to implement standards that are designed to improve the living conditions of students attending off-reservation boarding schools. I had a chance before I came up here, by the way, to review the written testimony submitted by Dr. Martin, and he addressed that in his particular testimony.

Surely, social psychologists have shown beyond any doubt that noisy, crowded conditions precipitate a high degree of anxiety in people. Psychological literature is full of examples testifying to the fact that crowded living conditions yield a high degree of acting out behavior that may take the form of aggressive acts toward others and oneself, as well as emotional turmoil leading to alcohol and drug abuse and academic failure.

As a scientist, I cannot actively argue against a standard that would maximize personal space in the dormitories. All other things being equal, this standard would certainly decrease the number of students attending the Flandreau Indian School and would therefore decrease the amount of anxiety on campus. If existing resources would be maintained, fewer students would not only be calmer, but would also be able to receive more intense services that they so desperately need.

The space requirements standard is certainly psychologically sound and would theoretically be in the best interests of the students served by this school. However, there are many who think that this standard is merely a ploy to cut enrollment at the Flandreau Indian School and serve as a means to decrease funding and eventually close the school. This would be a real tragedy that would deny many Indian young people the access to a resource that is beneficial in assisting them in resolving many of their personal problems while, at the same time, providing them with knowledge of life outside the reservations.

I would support the standard only if underlying existing services at Flandreau Indian School be maintained at their present level, and that the resulting decrease in the number of students enrolled would not be used as justification to decrease the school funding and eventually be used as a reason to close the school.

The needs of these students are great and have to be addressed if they are going to become functional adults. I think the school can be a tremendous resource to the Indian people and in assisting these students in working out their very involved problems, while at the same time providing them with an education.

I sincerely hope that this committee can expand its scope beyond whether the space requirement standard at the Flandreau Indian School should be implemented, but rather, exert your political influence to ensure the future of the Flandreau Indian School and provide your political support to this fine institution. I heard you address that earlier, Senator Abdnor, when I came in, to focus on the dormitory standard—to me—is like putting a Band-Aid on a wound to the jugular. And I really do think that this school does provide a good service, and I would certainly hope that it could continue to exist.

Senator ABDNOR. Well, thank you, Dr. Larson.

What do you think the impact of this reduction might be?

Mr. LARSON. Well, one of the things that is very obvious, Senator Abdnor and other members of the committee, when you have just a certain number of students with a certain number of staff, it spreads the staff out very thin. And as we experienced last fall with the enrollment, the services are limited to the number of students that are being served. If you look at the student/staff ratio, it would be hard to argue that the services would improve with a lower student/staff ratio.

And I'm particularly concerned about the number of counselors that are employed on campus, alcohol and drug services, and things like that. I spend 1 day a week here, Senator Abdnor, and it wouldn't be difficult for me to see 30 or 40 students in that day. I can't even pretend to imply that that's good, quality service; that's a lie. I have students standing out in the hall waiting to see me.

Senator ABDNOR. I agree with you.

Mr. LARSON. As I said, as a scientist, it's impossible to argue; there are studies all over the place that suggest that if you cut the population, out on the reservation you have so many deer that will live on a section of land, or so many pheasants that will live on it—the concern is that so much of this programming that is available here is based on the number of students. It's not on quality of services; it's based on numbers. And so if you cut the numbers, you cut the amount of resources that are available, the amount of money that is available.

Senator ABDNOR. You talked about alcohol and drug abuse. It does require some good programs, I agree with you. I feel very strongly about that, that not only in schools like this but all over the Nation. Drug programs and alcohol programs are needed.

Thank you. Thank you very much.

Mr. LARSON. Thank you.

Senator **Abdnor**. Wayne Ulven, are you here?

Mr. Ulven is president of local No. 208 of the Wahpeton Indian School. We welcome you to the committee, Mr. Ulven.

STATEMENT OF WAYNE ULVEN, PRESIDENT, LOCAL NO. 208, WAHPETON INDIAN SCHOOL, WAHPETON, ND

Mr. **Ulven**. Thank you, Senator Abdnor.

My name is Wayne Ulven; I am a seventh grade teacher at the Wahpeton School. I am also Indian president of local No. 208.

The 40-square-foot student requirement in elementary boarding schools and 50-square-foot ruling for secondary boarding schools are a great concern. With this requirement, we have a ceiling enrollment which would deprive some students of opportunity to enroll and come to our school. For our students to enroll is just as important and as needed as the other students.

The truant wards of courts—students who enroll for their elementary education—their needs are also among the last to enroll. Our facility is in good condition and could easily handle more students or give the opportunity for more to enroll.

This ruling also causes our budget to have a ceiling. Our budget is based on a student formula. The basic needs for maintaining a school facility and giving required academic education will be addressed; however, the extra programs—which also are beneficial—will be difficult to implement because of the lack of money in the budget. The 40- or 50-square-foot ruling would be more beneficial if placed only for newly constructed buildings, and make the ruling exempt for existing buildings that are structurally sound and safe. This would save the Government the money, and yet keep the enrollment possibilities up so that the proper programs could be maintained to give the boarding school students a well-rounded education.

May I also say something in regard to Wahpeton Indian School. Three years ago, when they were going to go with closures, we had Kent Smith and some other dignitaries that came through; and they were surprised with the facilities that we had at our school. I'm sure that from testimony that we've had today, the students also told you—and from you walking around the campus—also see the facilities and how good they are and how adequate they are for these students. I guess that these students are the ones that should be the ones that judge whether a school should maintain a proper enrollment, and also the size.

Thank you, Senator.

Senator **Abdnor**. Well, thank you, Mr. Ulven.

Our next witness—and I'm sorry we're moving along so quickly—Tim Langley, executive director of the South Dakota Peace and Justice Association in Watertown.

Tim, we're happy to have you here today.

STATEMENT OF TIM LANGLEY, EXECUTIVE DIRECTOR, SOUTH DAKOTA PEACE AND JUSTICE CENTER

Mr. **Langley**. Senator Abdnor, thank you for the opportunity to testify, not only for myself but for all the other people who have been speaking here today.

I am Tim Langley; I am the director of the South Dakota Peace and Justice Center. Our organization is a membership network of about 500 people in South Dakota; we are supported by those people and by the church congregations and denominations that they belong to. The goal of the organization is to try to work together for the kind of society of sufficiency and fairness that we think that our religious traditions have envisioned. The center is both Indian and non-Indian, although a majority of our membership is non-Indian.

I will try to be real brief in my testimony here today. I think it's probably all pretty much been said.

I guess that I really don't want to address the question of space requirements of students directly because I suspect that that's a bogus issue. And I guess what I mean is, if the Flandreau Indian School had a legitimate need to spend money to create more space for its students—and it went to the administration in Washington to ask for it—I don't think they would have a prayer of getting it. And I think that most people's suspicions in this room are that this is an additional strategy in an ongoing effort to, in fact, shut down Flandreau Indian School for budgetary reasons. And that, I guess, is the point that I would like to address more directly.

The membership of the Peace and Justice Center, both Indian and non-Indian, strongly believe and have testified before on other occasions that the Flandreau Indian School ought to remain open, and that any kind of impediment in any regulation for space ought to be removed, whether by removing the regulation or grandfathering in Flandreau Indian School.

And the reason that we believe that this institution's survival is so vital—there are two reasons. One is that we really believe that, for a segment of native American young people, this school provides an essential and irreplaceable educational service. I don't think I need to elaborate on that because everybody else has been elaborating on it.

The second point is that we believe the Federal Government is the one which ought to pay for the education of Flandreau Indian School because it is under obligation to do so by treaty law. The native American nation ceded to non-Indian immigrants virtually all the land and resources of this country, and that's what the country has been built upon. In exchange for that, they received certain solemn and perpetual guarantees for nutrition, law enforcement, health, and education.

And so I guess that, to conclude, I would say that we are here to advocate for Flandreau Indian School not because we urge the Federal Government to feel sorry for Indian people or because we hope that they'll agree with the opinion of the Peace and Justice Center. I think it's stronger than that. The obligation to provide the education that's needed to the people who go to this school is a mortgage. And so what we're urging the Federal Government to do is nothing other than to obey the law and to pay its bills.

Thank you very much, Senator.

Senator ABDNOR. Thank you, Mr. Langley.

Reverend Stanislaus Maudlin—is he here?

[No response.]

Senator ABDNOR. Edwin Koepp. We welcome you, Mr. Koepp.

STATEMENT OF EDWIN F. KOEPP, KOEPP FAMILY COUNSELING SERVICES, BROOKINGS, SD

Mr. **Koepp**. Good morning, Senator, and good morning, members of the panel.

My name is Edwin Koepp; I live in Brookings, SD. My family and I have lived there for 20 years. I am not on the payroll of the Flandreau Indian School, and my testimony was not solicited. I live at 1901 Orchard Drive, and would respond to further inquiries about my knowledge and expertise as it relates to the needs of native American Indians.

I have been aware of the persistent efforts in recent years to close or reduce the Flandreau Indian School program for native American Indian children who have no high school facilities or comparable standard of living available to them at their home reservation areas.

Originally, our Federal Government intended to assist these children with education and health services so they could become productive and constructive members of the American populace, and consequently authorized funds to build facilities according to the Federal specifications of that day.

Unfortunately, bureaucratic intentions to return half or all of these students to their designated reservation areas could be portrayed as being similar to the apartheid policies of the South African Government, which segregates native African children and their families into designated areas called "townships."

I have enclosed a copy of a news story which appeared in the Christian Science Monitor on May 5, 1982, on page 10, which gives information about the 1-square-mile township, called Alexandra, which has inadequate housing, health, and school facilities to accommodate the 70,000 people who are forced to live in these government-designated areas which serve as reservations for these disenfranchised native Africans.

Since I have been actively involved in international programs intended to build goodwill and understanding between representatives of our country and representatives of other countries for many years, I can assure your committee that foreign visitors to our country have a keen eye on how our Government policies toward our native American Indians and other minority groups of Americans either assist or deny them in enjoying and participating in the opportunities afforded by the world's largest democracy.

When our Government officials call attention to violations of human rights in other countries, it would be shameful to see America portrayed as hypocritical because of the way we are treating our native American Indians.

Closing the Flandreau Indian School and returning these students to their designated reservation areas is not the answer. To do so would, in my opinion, violate public trust in our Government representatives and could give ammunition to those who would seek to devalue our democratic form of government.

I appreciate living in a country that permits public testimony. Thank you very much.

Senator **Abdnor**. Well, we certainly thank you, Mr. Koepp.

[The Christian Science Monitor article referred to follows:]

THE CHRISTIAN SCIENCE MONITOR

Alexandra: South African black township most visitors never see

By Paul Van Slambrouck
Staff correspondent of
The Christian Science Monitor

Johannesburg

Alexandra is the black township most visitors to South Africa do not see.

Instead tourists board government-run tour buses for a look at Soweto – the black community that became a focus of international interest when racial conflict flared in 1976.

Most visitors do not see Alexandra even though it is only a stone's throw from the hotels in affluent suburbs where many of them stay. Small and not well known, Alexandra has not enjoyed the attention and improvements that near-celebrity status has brought Soweto over the past six years.

Soweto, a community of about 1.2 million people, recently negotiated its first overseas loan. Slowly but surely, the government seems to be making Soweto a "showpiece" among black communities, and proof to onlookers that in this strictly segregated society facilities for blacks are being upgraded toward standards enjoyed by whites.

Alexandra offers no evidence of the government's "separate but equal" policy. Living conditions here remain as they have for decades – appalling.

"This is the worst legal slum in South Africa," concedes Gert Steyn, the government administrator of Alexandra.

Mr. Steyn, relatively new in his post, makes the judgement with the conviction that things are about to change for the better. Unrolling a large color-coded map across his desk, he points out the sequence of redevelopment that he says will eventually replace all of Alexandra's housing stock. "This will be a model township," he asserts. He estimates the process will take another 10 years.

Meanwhile, residents of Alexandra are growing impatient.

"For the past three years the people of 'Alex' have been promised a great deal. You have a crisis of expectation here," says Jill Oertel, management committee chairman of the township's Thusong Youth Center.

It was in 1979 that the South African government decided to let Alexandra remain, reversing plans to bulldoze the community and convert it to a labor settlement of hostels for migrant workers. It was good news in Alexandra, particularly when accompanied with government promises that the community would rise "like a phoenix" in three years.

So far, however, little has changed here.

The township is home for some 70,000 people in an area of about 1 square mile. The typical plot of land, subdivided originally for a single home, now houses on average nine families in small brick or corrugated-metal shacks. Most of the dwellings are without running water or electricity.

Knots of black women and children converse on street corners while waiting to collect water from communal taps. Although most homes do not have electricity, some sport colorful light fixtures for esthetic effect. Residents rely on outdoor toilet facilities – an ongoing concern among health officials.

The community sits on a side of a hill that slopes down to the Jukskei River. Roads are not paved, and each fresh rain etches new gullies in the already deeply furrowed streets as water rushes to the river below.

Goats and horses wander through the streets, rummaging through large piles of rubbish strewn throughout the community.

Alexandra looks longingly across the river to vacant, grass-covered land. It wants the use of the property, but nearby white communities fear the consequences of having such a poor black town as an immediate neighbor.

With Alexandra's great density and lack of land, new vacant property is seen by government officials and community representatives as the key to beginning serious rehabilitation. Without new land, the process becomes a complex chess game: How can any section of the township be rebuilt if there are no spots to relocate displaced persons?

Two projects that appear about ready to move ahead are an educational complex and a housing development for 79 families. Land is available to start the housing project; then the homes in which the 79 families now live will be leveled and the educational facilities will rise in their place.

Housing and education are the most pressing needs here. The private sector has made the most progress in those areas. A nursery school and primary school have been built with private assistance, and private developers have put up 24 new homes for sale under South Africa's 99-year-lease system. (Blacks are not allowed freehold title of property.)

The new houses, while modest by white standards, are not as yet all occupied because they are beyond the means of many of their prospective buyers.

Existing schools are overcrowded. It is not unusual to have 50 students in a classroom. In some cases children sit on long benches. To write, they kneel on the floor and use the bench as a writing surface.

Mr. Steyn says the government recognizes Alexandra as one of the most needy townships in the republic. Despite budget constraints produced by the slowing of the nation's economy, he is confident the almost $15 million of financing needed for the first two phases of redevelopment will be made available.

Alexandra can accomplish little on its own. All revenues from the township go to the government. The local Alexandra liaison committee has mainly an advisory role.

However, in working with the white authorities, the committee is eager for some evidence of progress. "We are losing our credibility in the community because we promised things would develop more rapidly," says committee member Lucas C. Koza.

Senator **Abdnor**. Our last set of witnesses is Mike Huerth, Minneapolis, MN; also, Mr. Lew Dillon, who is executive assistant at Marty Indian School.

Gentlemen, we are happy to have you here.

STATEMENT OF MICHAEL HUERTH, MINNEAPOLIS PUBLIC SCHOOLS, MINNEAPOLIS, MN

Mr. **Huerth**. I am Mike Huerth, cultural programs coordinator for Minneapolis Public Schools, and I am representing Minneapolis Public Schools at this hearing.

Since we are another school system looking at the situation at Flandreau from a distance, we are not in a position to make recommendations as to the issue of how many students should be allowed to enroll. However, we have come to support the concept of the Flandreau Indian School providing an alternative opportunity for Indian students to obtain a high school diploma. Though we take pride in the education we make available to the 2,600 Indian students in our schools, we recognize that there are Indian students who will not graduate from our schools because of factors beyond the control of public school systems. Flandreau is attempting to meet the needs of these students. Keeping in mind the special commitment of the Federal Government to meet the educational needs of Indian students by virtue of treaty commitments, we recognize the need for this school and support the school in its efforts to make education available to Indian youth.

I just want to say a couple of things on my own behalf. I came down here in a Citation with three kids in the back seat, the oldest being 12 and the youngest being 9. We have a need for more room in our Citation. We could get a new car, perhaps bigger, when funds are available; or I could get rid of one of my kids. I don't think my kids would appreciate that, and I think the only logical solution is for me to wait until the time comes when I can get a larger car. And as I say that, the thought crossed my mind as I heard the testimony this morning, that that's what it sounds like is being said; we have to get rid of students because the schools aren't big enough. These are tough times.

Another thing that crossed my mind is that the—back in the 1880's, a lot of people with good intentions got the idea that all Indians should become farmers. And so they divided reservations up into plots—in some cases, 160 acres, 120, 320 acres, depending on the area—and they said, "OK, now you take this piece of land and farm it." And so, the Indian family in each reservation was given a piece of land, 160 acres, a plough, and told to farm the land. They farmed it real good; the only problem was, it was forest land which can't be converted into farmland.

And so, they didn't go to Indian people and say, "What do you need?" They went and they said, "This is what you need." And it just sounds a little bit like that this morning when you hear students saying the kinds of things that they're saying.

I have one more story, and that is when I started to teach, I was teaching in Minneapolis schools about 12 years ago. And about a year before that time, there was a student that I remember very well. I worked with him in a program called "Indian Upward

Bound." And I remember the first time I was working with him, someone suggested that this student, because of his situation at home, because of his situation where he was at, should go to Flandreau. At the time, I didn't know what the Flandreau Indian School was. As it turned out, he didn't get in the school because, as every year, there are students who are not allowed to come in because there are too many students. That student, for whatever reason, a year later was in a mental hospital, at the University of Minnesota hospital, the reason being drug overdose. He needed to get out of his family situation and he wasn't able to do it.

I guess the last thing I would mention is that I have been a staff member here. I worked for Minneapolis schools for 4 years; I worked here the last 8 years. This summer, I went to work for Minneapolis schools. I had heard about the issue, but I basically thought it wasn't my business. About a month ago—no, it wasn't either; a couple of weeks ago—my boss, who is the director of equal education in Minneapolis, asked me if I wanted to come here to testify for this. I hadn't discussed this issue with her, but she—a high-ranking staff person in Minneapolis schools—thought that it was very important that the Flandreau Indian School be spoken for.

So, that's the reason I'm here. I appreciate your patience; I know you've got places to go, and I thank you for listening to me.

Senator ABDNOR. Mike, thank you very much.

Mr. HUERTH. Thank you.

Senator ABDNOR. Mr. Dillon.

STATEMENT OF LEW B. DILLON, EXECUTIVE ASSISTANT, MARTY INDIAN SCHOOL, MARTY, SD

Mr. DILLON. Senator Abdnor, Ms. Wrenn, I appreciate the opportunity to formally testify before you this morning.

We certainly support the efforts at Flandreau and Wahpeton and their endeavors relative to the dormitory standards. However, last but not least, I cannot leave out all of those other schools that are adversely affected, particularly the contract schools; and, of course, my major concern is Marty Indian School.

In pursuing this, I note that in Dr. Martin's testimony this morning that he used the State and National Accreditation Association formats and the following terminology in developing those standards. I am glad they had some good guidelines for format and terminology. It might have paid, with all the money that we're spending for the military, to have used the information that they've derived from 1968 to 1974 with their management engineering relative to standards for dormitories and ships; that after doing surveys with the management engineering teams, both on the east coast and west coast, they determined that it was best to leave alone those ships and dormitories that were already constructed and only apply new standards to new dormitories and new ship construction or, in the case where moneys were available, renovation. I'm sure a lot of expertise could be obtained by the Bureau from the military in that respect.

In order to expedite this, I am including a copy of a letter dated December 5, to the area office where I set forth the established dormitory count for the Marty Indian School, dating back to 1981.

These have been acceptable from that time forward. We will continue to pursue to be able to use our dormitories with those numbers of students in there. They are acceptable to the students. I held a meeting with the students and staff prior to coming up here. We have no overcrowding, regardless whether the Bureau considers that we do or not.

Second, I would like to include—to give you an idea of what happens—at the area office, the area office determined that you should take and—as one gentleman pointed out this morning, if you put one student in a room, that's 50 square feet; the second is 100; and the third is 150. Well, it took someone in the central office to determine that was not right. They in turn sent out a letter and said, no, you take all the total square footage of those rooms; you add it together, and then you divide by 50 square feet. They have made it that far, but they have not made it far enough yet to consider where the home environment is; in fact, the study halls, the TV rooms, the recreational areas and other areas that go to make up a home should be included. So I would include that letter to show you that they haven't even made up their minds as to what they would like to be included in the square footage calculation.

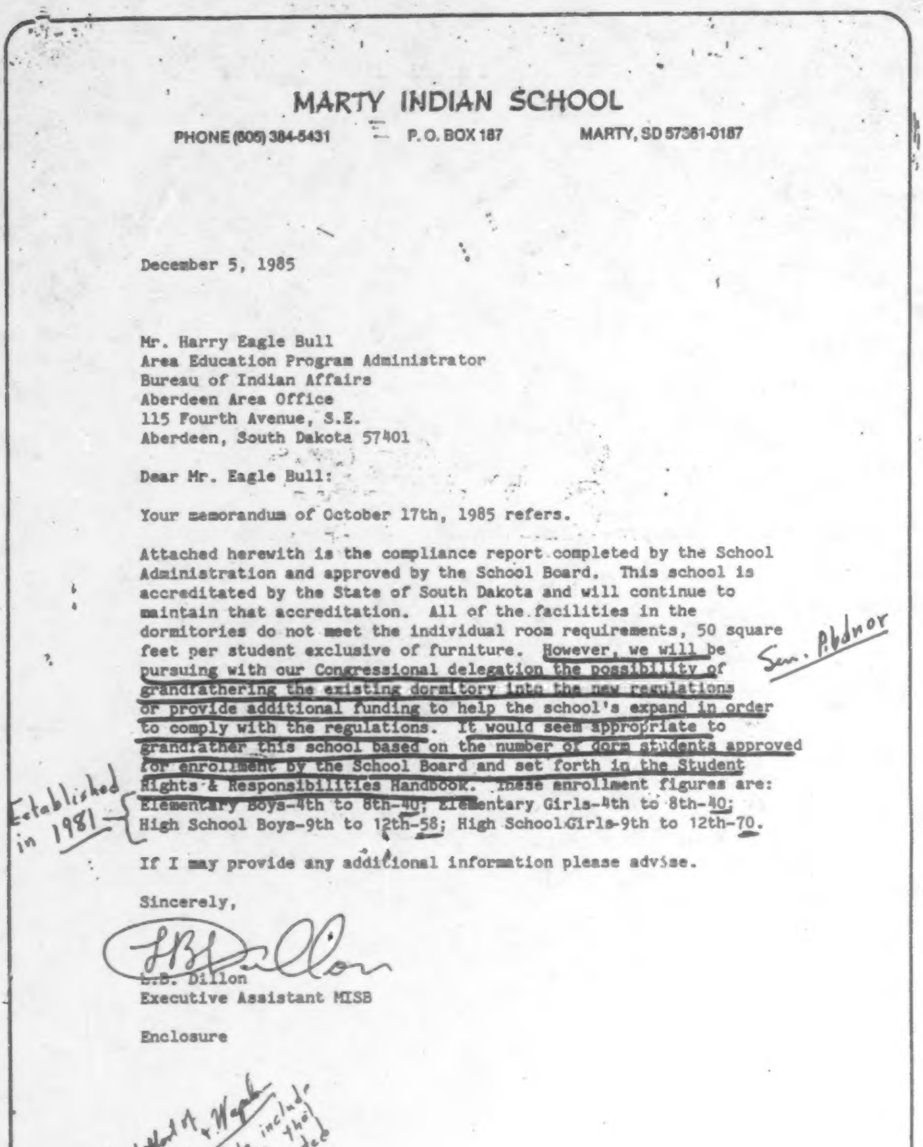
Third, it was mentioned earlier that Mr. Ross Swimmer had indicated that a 2-year phase-in period would be appropriate. I have a letter, December 6, 1985, from the Facilities Engineering staff in Albuquerque, that recommends that it be a 5-year phase-in period. Whether it be a 2-year phase-in period or a 5-year phase-in period, I am definitely against it and my school board is against it. My question is, where is the money going to come from to expand and modify these dormitories? They've been acceptable up to now; I would certainly think they would continue to be acceptable in the future until we have this windfall where they can build new dormitories, which we all want in the long run. If I may, I would like to include this letter in the record.

Last but not least, I had the opportunity in December to visit not only with your office, Senator, but with Congressman Daschle. He had submitted and made available to us a copy of H.R. 3809. Our board, by resolution, supports H.R. 3809 and would certainly entertain a companion bill on the Senate side. Resolutions and promises from the Bureau, from past experience, are not going to work and would not be acceptable in Indian country. I would request that you include a copy of H.R. 3809.

I thank you very much for the opportunity to testify this morning. I hope that it certainly benefits the schools.

Senator ABDNOR. Thank you, Mr. Dillon, for coming over from Marty Indian School.

[The material referred to by Mr. Dillon follows:]



MARTY INDIAN SCHOOL
PHONE (605) 384-5431 P. O. BOX 187 MARTY, SD 57361-0187

December 5, 1985

Mr. Harry Eagle Bull
Area Education Program Administrator
Bureau of Indian Affairs
Aberdeen Area Office
115 Fourth Avenue, S.E.
Aberdeen, South Dakota 57401

Dear Mr. Eagle Bull:

Your memorandum of October 17th, 1985 refers.

Attached herewith is the compliance report completed by the School Administration and approved by the School Board. This school is accreditated by the State of South Dakota and will continue to maintain that accreditation. All of the facilities in the dormitories do not meet the individual room requirements, 50 square feet per student exclusive of furniture. However, we will be pursuing with our Congressional delegation the possibility of grandfathering the existing dormitory into the new regulations or provide additional funding to help the school's expand in order to comply with the regulations. It would seem appropriate to grandfather this school based on the number of dorm students approved for enrollment by the School Board and set forth in the Student Rights & Responsibilities Handbook. These enrollment figures are: Elementary Boys-4th to 8th-40; Elementary Girls-4th to 8th-40; High School Boys-9th to 12th-58; High School Girls-9th to 12th-70.

Sen. Abdnor

Established in 1981

If I may provide any additional information please advise.

Sincerely,

L.B. Dillon
Executive Assistant MISB

Enclosure

Support effort of Flandreau & Wahpeton

Expand to include all schools that are affected

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20245

IN REPLY REFER TO:
Indian Education
Code 504

DEC 4 1985

RECEIVED
DEC 9 1985
DIVISION OF EDUCATION

HEB
12/9/85

Memorandum

To: Aberdeen Area Education Programs Administrator

From: Assistant Director, Office of Indian Education Programs

Subject: Interpretation of 25 CFR 36.75(b)

In several recent discussions with you, you have interpreted 25 CFR 36.75(b) to mean that each sleeping room within a dormitory must average 50 to 70 square feet exclusive of furniture. The official interpretation of this office for 25 CFR 36.75(b) is not that each room must meet the square footage requirement. The free square footage of all sleeping rooms within a dormitory is to be totalled and then divided by 50 square feet in order to determine the maximum student capacity at the 50 square feet level.

Jim Martin

UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
FACILITIES ENGINEERING STAFF
FEDERAL OFFICE BLDG. & U.S. COURTHOUSE
P.O. BOX 1245
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO:

DEC 06 1985

Memorandum

To: Congressional and Legislative Affairs Staff
Mail Code 120

From: Acting Deputy Director, OFM

Subject: "HR 3809, a Bill to Exempt Certain Dormitories Operated by the Bureau of Indian Affairs from Space and Privacy Requirements"

As requested in your November 26 memorandum, the following views are presented regarding the proposed legislation:

> The Bureau has installations where dormitories are overcrowded (e.g. Holbrook Dorm, Arizona). In such cases, it is in the Bureau's best interest, as trustee, to comply with space and privacy requirements. However, it is recognized that there may be circumstances where immediate compliance would not be physically or economically possible. In such cases, it is recommended that the Secretary be allowed to temporarily waive the provisions on a case by case basis. In doing so, the Secretary shall investigate the conditions and consideration should be given to the impact non-compliance would have on the students, program and operation. In granting the waiver, the Secretary should require that the dormitory be brought into compliance within a five-year period.

Where is money
To Come From →

We appreciate the opportunity to comment.

Norman T. Suazo

cc: [redacted]

Effective Implementation Date of 95-561 Privacy Standards - FALL 86
Ross Swimmer - 2YR Phase in period.

I

99TH CONGRESS
1ST SESSION

H. R. 3809

To exempt certain dormitories operated by the Bureau of Indian Affairs from space and privacy requirements.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 21, 1985

Mr. DASCHLE introduced the following bill; which was referred to the Committee on Education and Labor

---

A BILL

To exempt certain dormitories operated by the Bureau of Indian Affairs from space and privacy requirements.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. EXEMPTION FROM SPACE AND PRIVACY REQUIREMENTS.

Section 1122 of the Education Amendments of 1978 (25 U.S.C. 2002) is amended by inserting at the end thereof the following new subsection:

"(e) SPACE AND PRIVACY.—Criteria established under this section for dormitory situations shall not apply to any dormitory used for boarding Indian students immediately before October 9, 1985.".

○

Senator **Abdnor**. We have one more witness; Neola Walker of Winnebago, if you would come forward.

STATEMENT OF NEOLA E. WALKER, WINNEBAGO TRIBE OF NEBRASKA, WINNEBAGO, NE

Ms. **Walker**. Senator Abdnor, I thank you for giving me this opportunity. I am Neola Walker, an enrolled member of the Winnebago Tribe of Nebraska, and a member of our tribal council since 1954. I served as a member of the board of education for Flandreau for about 8 years. And as a former board member, I know that the facilities are adequate for the numbers of students that are here now.

I brought along a roster of our students who have attended Flandreau Indian School since 1981. I have a resolution by the tribal council, dated the 2d day of December 1985; and I have a letter from our Higher Education Department which I will submit.

Now, just going over briefly, the tribe has supported the Flandreau Indian School because there is a tremendous need for a boarding school. We have an unemployment rate of 60 percent; 70 percent of the heads of households in Winnebago are female with an income level of under $5,000 per year. Unfortunately, these factors contribute to a variety of social problems in the homes of our reservation.

Winnebago students have attended Flandreau since its beginning. Our statistics indicate a total of 176 students from the Winnebago Agency since 1981, averaging 44 students per year.

The Winnebago Tribe of Nebraska has found students of Flandreau Indian School to be better equipped academically, socially, and as adults to have skills and enabling them to secure employment and maintain a higher level in their standards of living. Therefore, the Winnebago Tribe of Nebraska comes with an expressed demand that Flandreau Indian School continue to provide the education to these students.

We ask that you, Senators James Abdnor and Mark Andrews, find the ways and means which will continue the Flandreau Indian School. Thank you.

[Ms. Walker's prepared statement, on behalf of the Winnebago Tribe of Nebraska, and the material referred to in her oral presentation, follow:]

Testimony of Neola Walker, Winnebago Tribe of Nebraska, Winnebago, Nebraska

Submitted To:

Senator James Abdnor and Senator Mark Andrews Hearing
at Flandreau Indian School, Flandreau, South Dakota
on Feb. 10, 1986

I am Neola E. Walker, an enrolled member of the Winnebago Tribe of Nebraska, and a member of the Winnebago Tribal Council since 1954. Three of my children have attended Flandreau Indian School.

The Winnebago Tribe of Nebraska has education as the priority of the Tribe. We initiated the first the program under the Poverty Program, as a pre-school program which has developed into the present Head Start Program. We have in Winnebago a public school, a community college, the 638 Higher Education, Vocational Education Programs and a small budget for a general Adult Education Program. The Tribe also has a small amount of dollars supporting a tribal scholarship program for students who do not qualify for the grants under the aforementioned education programs.

The Tribe has supported the Flandreau Indian School because there is a tremendous need for a boarding school. We have an unemployment rate of sixty percent, seventy percent of our head of household are female, with an income level of under five thousand dollars per year. Unfortunately, these factors contribute to a variety of social problems in the homes on our reservation.

Winnebago students have attended Flandreau Indian School since its beginning. Our recent statistics indicate a total of 176 students from the Winnebago Agency since 1981, averaging 44 students per year.

The Winnebago Tribe of Nebraska has found students of Flandreau Indian School to be better equipped academically, socially and as adults to have skills enabling them to secure employment and maintain a higher level in their standards of living.

Therefore, the Winnebago Tribe of Nebraska comes with the express demand that Flandreau Indian School continue providing education. We ask that you Senators James Abdnor and Mark Andrews find the ways and means which will continue the Flandreau Indian School.

1981-82 SCHOOL YEAR

Rodney Anderson
Joseph Fields II
*Clinton Greencrow
*Walter Ewing
Terry Walker
*Darren Snake
Marlys DuMarce
Mary Henry
Glorine Lovejoy
Elizabeth Miller
Iris Parker
Daniel Morris
John Morris
Darnell Parker
Franklin Saunsoci
Troy Saunsoci
Herman Mitchell
Erik Morris
Scott Tyndall
Steve Turner
Roy Wolfe
April Gladfelter
Joyce Morris
Vera Tyndall
Verna Tyndall
Vivian Tyndall
Lori Springer
Monica Cook
Bonnie Wolfe

1982-83 School Year - Could find no record

1983-84 School Year

Damian Bearshield
Daniel Bearshield
Ann Hallowell
Lori Hallowell
Todd Ike
Travis Ike
Dewayne Lyons
Sue Ann Merrick
Penny L. Miller
Fletcher Mitchell
Anitia Morris
Alicia Parker
Jacob Parker
Chanon Saul
*Gina Snow
Paula Tyndall
Bertha Walker
Susan Dale
*Sharon Frenchman
Tyra Lovejoy
Monica Pappan
Susette Saunsoci
Monica Springer
Dion Tyndall
Chris Walker
Crystal Walker
*Sheila Whitewater
Leanne Ike
Troy Saunsoci
*Darren Snake
Ida Springer
Robin Thomas
Vera Tyndall
Roy Wolfe
Glorine Lovejoy

1984-85 School Year

Todd Ike
Travis Ike
Dewayne Lyons
Jacob Parker
*Darren Snake
Chris Walker
Roy Wolfe
Rodney Fox
Frank Mitchell
Herman Mitchell
Mark Parker
Joseph Saul
*Chris Snow
Jackie Sargeant
Marlys DuMarce
Fred Springer
Terry Walker
Joseph Saunsoci
Dana Miller
John Saunsoci
Randall Tyndall
*Chris Houghton
*Sharon Frenchman
Leanne Ike
Sue Merrick
Anitia Morris
Monica Pappan
Chanon Saul
Denise Morris
Suzette Saunsoci
*Gina Snow
Ida Springer
Monica Springer
Robin Thomas
Crystal Walker
*Sheila Whitewater
*Regina Ewing
Anna Hallowell
*Kourtney Horn
Tyra Lovejoy
Camille Morris
Kathy Morris
*Glennis Philbrick

1985-86 SCHOOL YEAR

Frank Mitchell
Kevin Parker
Mark Parker
Chris Walker
Terry Walker
James Beads
Stanfard Garcia
Orlando Ike
Orville Morris
Alvin Parker
Joseph Saul
John Saunsoci
Troy Saunsoci
Lawrence Crowe
*Matthew DeCora
*Marvin Horn
Rodney Tyndall
*Chris Houghton
Dean Kitto
Dana Milier
Orville Morris
Joseph Saunsoci
Tim WhiteEyes

Alicia Baxter
*Regina Ewing
Ann Hallowell
Vanessa Hallowell
Sue Merrick
Kathy Morris
Denise Morris
Michelle Parker
Glennis Philbrick
Jackie Sargeant
Suzette Saunsoci
Dixie Aldrich
Trina Aldrich
*Adriane Blackhawk
Berenice Cook
Delberta Frazier
Debbie Garcia
Mary Grant
*Lottie Horn
*Carla LaPointe
Patrice Levering
Duana Lyons
Donna Wright

Jessica McCauley
Penny Miller
Anitia Morris
Cecelei Pappan
Veronica Parker
*Deidre Redhorn
*Nicole Redhorn
Terrina Saunsoci
Ramona Sheridan
Yolanda Sifuetez
*Danelle Smith
Robin Thomas
Vicky Tyndall
*Stephanie Whitewater
*Amy Bearskin
Susan Dale
Tyra Lovejoy
Monica Pappan
Michelle Parker
*Mamie Redhorn
Lehua Sheridan
Becky Tuttle
Michelle Walker

RESOLUTION
of the
WINNEBAGO TRIBE OF NEBRASKA

Resolution #86-16

WHEREAS, the Winnebago Tribe of Nebraska is a Federal Corporation organized pursuant to Section 16 of the Act of June 18, 1934 (48 Stat 984) (25 USC 476) as amended by the Act of June 15, 1935 (49 Stat 378), and

WHEREAS, the Winnebago Tribe of Nebraska has placed education as the priority for all tribal members, and

WHEREAS, the Winnebago Tribe of Nebraska finds part of our membership in dire need of the Flandreau Indian School boarding institution, and

WHEREAS, we have had students at Flandreau,for many as their only homes, and

WHEREAS, the Winnebago Tribe of Nebraska calls to your attention, Secretary of the Interior Donald P. Hodel, the need of 600 students each year who need Flandreau Indian School, and

WHEREAS, the minimum academic standards for basic Education of Indian children and National Criteria for Dormitory Situations 25 CFR, Part 36, Sub-Part H, 35.75 & 36.76, that a Grandfather Clause stating that existing facilities be exempt from the regulations. Without the Grandfather Clause, the FIS's excellent educational opportunity will be denied many many an Indian student.

NOW, THEREFORE BE IT RESOLVED, . that the FIS Board states present sleeping quarters are more than adequate for the student population,

NOW BE IT FINALLY RESOLVED, that you Secretary Hodel, do all within your authority, contact all those on the Senate Select Committee on Indian Affairs the House Committee on Interior and Insular Affairs; the Education and Labor Committees; National Congress of American Indians; National Tribal Chairman's Association to support exempting existing facilities from the regulations, implementing said Grandfather Clause.

CERTIFICATION

We, the undersigned officers of the Winnebago Tribal Council, certify that on the 2nd day of December, 1985, at a meeting duly convened, the Winnebago Tribal Council voted to adopt the above resolution by a vote of 4 for,and 0 against, with 0 abstentions.

DATED THIS 2nd DAY OF December, 1985.

for David LaPointe Jr. Vice Chairman
CHAIRMAN, Winnebago Tribal Council

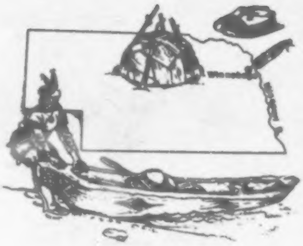
Mona Bearskin
SECRETARY, Winnebago Tribal Council

ATTEST:
Acting Larry J. Burr
SUPERINTENDENT, Winnebago Agency

RECEIVED
DEC 06 1985
BIA-Winnebago, Agency
Winnebago, Nebraska 68071

WINNEBAGO TRIBE of NEBRASKA

WINNEBAGO TRIBAL COUNCIL P.O. BOX 687 WINNEBAGO, NEBRASKA 68071



February 7, 1986

Senator Mark Andrews
State House
Pierre, SD

Dear Senator:

As the Higher Education Director for the Winnebago Tribe of Nebraska we have found the graduates of Flandreau Indian School to be well equipped educationally in their pursuit of higher education.

Therefore, we respectfully request that you do all within your power and authority to do all you can to continue Flandreau Indian School.

Sincerely,

Yvonne Reinhart

Yvonne Reinhart
Higher Education Department

Senator **Abdnor**. I want to thank you all—students, staff, teachers, others—for your input here today. We have built a very credible record, and I assure you that it will be read with interest by the other committee members back in Washington.

[Whereupon, at 12:13 p.m., the committee was adjourned.]

APPENDIX

ADDITIONAL MATERIAL SUBMITTED FOR THE RECORD

THE BLACKFEET TRIBE
OF THE BLACKFEET INDIAN NATION
P. O. Box 850
BROWNING, MONTANA 59417

EXECUTIVE COMMITTEE

EARL OLD PERSON, CHAIRMAN
JOHN "BUSTER" YELLOW KIDNEY, VICE-CHAIRMAN
MYRNA J. GALBREATH, SECRETARY
ELOUISE C. COBELL, TREASURER

TRIBAL COUNCIL

EARL OLD PERSON
JOHN "BUSTER" YELLOW KIDNEY
MYRNA J. GALBREATH
ROLAND F. KENNERLY
JOE J. MCKAY
ARTHUR WELLS
LEONARD J. MOUNTAIN CHIEF
CARL KIPP, JR.
TOM TAIL FEATHERS

September 10, 1985

Mrs. Cynthia Kipp, Chairman
Flandreau Indian School Board
Flandreau Indian School
Flandreau, South Dakota 57028

Dear Mrs. Kipp:

During the General Session of the Blackfeet Tribal Business Council held on September 5, 1985, many concerns were addressed relating to criteria adopted by the Bureau of Indian Affairs Office of Indian Education Programs (OIEP) for admission to federal boarding schools, which is more restrictive than policies published in the Federal Register. Presented at the meeting was a copy of Resolution #85-1, adopted by the Flandreau Indian School Board in opposition to the admissions criteria implemented by OIEP. This admissions criteria has many detrimental effects to the Flandreau Indian School, Wahpeton Boarding School and other off-reservation boarding schools to the extent of possible closure of these schools.

The Blackfeet Tribal Business Council in support of the Flandreau Indian School Board thereby adopted Blackfeet Resolution #342-85, which is attached. The Blackfeet Tribe has long advocated education as our "key" to the future, as the youth of today are our leaders of tomorrow. The effects of admissions criteria of OIEP severely limits students from the Blackfeet Indian Reservation who are effected by this policy and forces undue hardship on those families whose children must attend off-reservation boarding schools. Blood degree quantum adversely effects all children of this generation as the enrollment requirement of 1/4 degree becomes more difficult to acquire.

The Blackfeet Tribal Business Council is in full support of the efforts of the Flandreau Indian School Board in urging the Bureau of Indian Affairs to withdraw their criteria and procedures effecting admissions to off-reservation boarding schools and resume operations as established under federal regulations (25 U.S.C., Sec. 2013 and 25 C.F.R., Part 32, Sec. 32.4(a)). The Blackfeet Tribal Business Council also urges the assistance of the Montana Congressional delegation in support of these efforts.

If we may be of any further assistance in this matter, please contact my office at (406) 338-7179, Ext. 208.

Sincerely,

Myrna J. Galbreath

Myrna J. Galbreath, Secretary
Blackfeet Tribal Business Council

THE BLACKFEET TRIBE

OF THE BLACKFEET INDIAN NATION
P. O. Box 850
BROWNING, MONTANA 59417

EXECUTIVE COMMITTEE

EARL OLD PERSON, CHAIRMAN
JOHN "BUSTER" YELLOW KIDNEY, VICE-CHAIRMAN
MYRNA J. GALBREATH, SECRETARY
ELOUISE C. COBELL, TREASURER

TRIBAL COUNCIL

EARL OLD PERSON
JOHN "BUSTER" YELLOW KIDNEY
MYRNA J. GALBREATH
ROLAND F. KENNERLY
JOE J. MCKAY
ARTHUR WELLS
LEONARD J. MOUNTAIN CHIEF
CARL KIPP, JR.
TOM TAIL FEATHERS

RESOLUTION

NUMBER: 342-85

WHEREAS: The Blackfeet Tribal Business Council is the duly constituted governing body within the exterior boundaries of the Blackfeet Indian Nation, and

WHEREAS: The Blackfeet Tribal Business Council has been organized to represent, develop, protect and advance the views, interests, education and resources of the people of the Blackfeet Indian Reservation, and

WHEREAS: Federal Law, 25 U.S.C. Sec. 2013 requires the Bureau of Indian Affairs to establish uniform policies for BIA and Contract Schools, to publish those procedures in the Federal Register to consult with Indian Tribes in the formulation and revision of those policies, and

WHEREAS: In the policies published by the BIA in the Federal Register and codified in 25 C.F.R. Part 32, the BIA has committed itself to consultation with Tribal Governments in the revision of its education policies, 25 C.F.R. 32.4 (a); and,

WHEREAS: The BIA has defined the criteria for student eligibility in its regulations as membership in a recognized Tribe and 1/4 blood quantum, 25 C.F.R. 32.4 (a); and

WHEREAS: The BIA Office of Indian Education Programs has promulgated criteria for admission to federal boarding schools that are more restrictive than those published in the regulations and has, therefore, violated 25 U.S.C. Sec. 2013, the Administrative Procedures Act and its own regulations, and

WHEREAS: These admissions criteria were promulgated without consultation with tribal governments in violation of 25 U.S.C. Sec 2013 25 C.F.R. Sec. 32.4(a); and,

WHEREAS: The Aberdeen Area Office of the BIA has interpreted those admission policies in such a manner that Agency Education personnel are afraid to to admit even students who had previously attended BIA Boarding Schools; (See attached memo), and

WHEREAS: The obsolete, unlawful criteria and new procedures have caused a severe obstruction to the normal flow of old and new applications to boarding schools which in turn will cause an artificially low enrollment at Flandreau and other boarding schools in the Aberdeen area.

Tribal Resolution # 342-85
Page Two

WHEREAS: The Flandreau Indian School Board views the actions by the Bureau of Indian Affairs as another surrepticious attempt to close the Flandreau Indian Boarding School and other off-reservation boarding schools by administratively preventing certification of students by intimidation, NOW

THEREFORE BE IT RESOLVED: That the Flandreau Indian School Board demands that the Bureau of Indian Affairs immediately withdraw and retract the illegal criteria and procedures and adhere to the law as specified in 25 U.S.C. Sec. 2013 and 25 C.F.R. Part 32 Sec. 32.4 (1), AND

BE IT FURTHER RESOLVED: That the Flandreau Indian School Board requests that all Tribes whose students are represented at Flandreau to immediately contact their respective Congressional delegation for their immediate, active and earnest support in urging the Bureau to withdraw their illegal criteria and procedures, AND

BE IT FURTHER RESOLVED: That because boarding schools will open within a few days and time is of the essence, the Flandreau Indian School Board hereby authorizes and directs Ms. Cynthia C. Kipp, Chairman of the Flandreau Indian School Board to immediately contact the Native American Rights Fund, Denver, Colorado, for legal advise and hereby requests and authorizes NARF to represent the Flandreau Indian School Board in an injunction against the BIA or any other litigation against the Bureau of Indian Affairs.

BE IT FURTHER RESOLVED: That copies of this resolution be sent to the National Congress of American Indians and the National Tribal Chairman's Association to request their active support, NOW

BE IT FURTHER RESOLVED: The the Blackfeet Tribal Business Council wishes to include the Wahpeton Boarding School as another entity which is directly affected by the illegal actions of the Bureau of Indian Affairs,

BE IT RESOLVED FURTHER: That copies of this Resolution be immediately transmitted to the Montana Congressional Delegation, Senator John Melcher, Ron Marlenee, Pat Williams; Mark Andrews, Senate Select Committee on Indian Affairs; Congressman, Sidney Yates, Chairman, House Committee on Indian and Insular Affairs, and request their support of this resolution,

NOW BE IT RESOLVED: That the Blackfeet Tribal Business Council of the Blackfeet Indian Nation hereby supports and endorses the Flandreau Indian School Board Resolution No. 1-85.

ATTEST:

Myrna J. Galbreath
MYRNA J. GALBREATH, Secretary
Blackfeet Tribal Business Council

THE BLACKFEET TRIBE OF THE BLACKFEET
INDIAN NATION

EARL OLD PERSON, CHAIRMAN
Blackfeet Tribal Business Council

CERTIFICATION

I hereby certify that the foregoing Resolution was adopted by the Blackfeet Tribal Business Council in a duly called, noticed and convened Reguler Session, assembled the 5th day of September, 1985, with SIX (6) members present to constitute a quorum.

Myrna J. Galbreath
MYNRA J. GALBREATH, Secretary
Blackfeet Tribal Business Council

(SEAL)

Flandreau Santee Sioux Tribe
Flandreau, S. D. 57028   Phone 997-3891

February 10, 1986

Senator James Abdnor
S.H.-309 Hart Senate Office Building
Washington, D.C. 20515

Dear Senator Abdnor:

The continued operation of the Flandreau Indian School is vital to the education of our Indian people. The Flandreau Santee Sioux Tribe supports the continued operation of the Flandreau Indian School and feels that if efforts are successful to close the school, the trust and treaty rights of the Native Americans would be violated.

We are therefore requesting that Senator James Abdnor take all necessary actions to insure the continued operation of the Flandreau Indian School.

Respectfully,

Elmer Weston
Elmer H. Weston
Tribal President
Flandreau Santee Sioux Tribe

Larry D. Lovejoy
Larry D. Lovejoy
Vice-President
Flandreau Santee Sioux Tribe

Samuel H. All
Samuel H. Allen
Secretary/Treasurer
Flandreau Santee Sioux Tribe

SHA/lb
030

Flandreau Santee Sioux Tribe

Flandreau, S. D. 57028 Phone 997-3891

RESOLUTION NO. 86-05

WHEREAS, the Flandreau Santee Sioux Tribe is a federally recognized organization with a Constitution and By-Laws approved by the Secretary of the Interior and Commissioner of Indian Affairs on April 24, 1935, amended February 7, 1941 and revised on November 15, 1967, and

WHEREAS, Article VIII of said revised Constitution and By-Laws provides that the governing body of the Tribe shall be the Tribal Council which is empowered to negotiate with federal, state and local governments, and

WHEREAS, the treaty rights of the Native Americans would be violated if the Flandreau Indian School should be closed, and

WHEREAS, the continued operation of the Flandreau Indian School is vital to the continued education of our Indian children, and

WHEREAS, the economy of the Flandreau area is depressed through low farm prices, and

WHEREAS the closing of the Flandreau Indian School would further contribute to the decline of the economic base of the Flandreau area.

NOW THEREFORE BE IT RESOLVED,

that the Flandreau Santee Sioux Tribe supports the continued operation of the Flandreau Indian School and requests that Senator James Abdnor take all necessary actions to insure the continued operation of the Flandreau Indian School.

CERTIFICATION

The foregoing resolution was duly enacted and adopted on this 10th day of February, 1986 by the Flandreau Santee Sioux Tribal Council at which a quorum was present by a vote of 4 for, 0 against and 1 not voting.

Elmer Weston

Elmer H. Weston, President
Flandreau Santee Sioux Tribe

Samuel H. All

Samuel H. Allen, Sec./Treas.
Flandreau Santee Sioux Tribe

JB
folder
for hearing

Menominee Indian Tribe of Wisconsin

P.O. Box 397
Keshena, Wisconsin 54135

Telephone
1-715-799-3341

January 21, 1986

Principal
Flandreau Indian School
Flandreau, SD 57028

Dear Sir:

Enclosed is a copy of Resolution 85-65 from the Menominee Tribal Legislature which we hope helps in the fight about room-size regulations being now imposed by the BIA.

If we can be of further assistance please let us know.

Sincerely,

Lynn Skenadore /njd

Lynn Skenadore
Tribal Chairperson

LS/njd

MENOMINEE NATION
MENOMINEE TRIBAL LEGISLATURE
Tribal Resolution No. 85-65

WHEREAS, the Tribal Legislature is the governing body of the Menominee Tribe with all powers thereto pertaining; and

WHEREAS, the Tribal Legislature has determined that continued operation of Flandreau Indian School is in the best interests of Menominee students and anything that threatens such operation would pose a danger to the students' well-being; and

WHEREAS, the Tribal Legislature has further determined that proposed BIA School Rule changes on dormitory limits would severely limit the enrollment of Indian students including Menominees;

NOW, THEREFORE, BE IT RESOLVED by the Menominee Tribal Legislature that the proposed BIA regulations governing dormitory situations specifically exempt Flandreau Indian School so as to allow the school to continue to serve a maximum number of students at a minimum of cost.

CERTIFICATION

We, the undersigned, do hereby certify the foregoing resolution was duly presented and approved by the Menominee Tribal Legislature at a meeting duly held on November 7, 1985, with a quorum present, by a vote of 7 for; 0 against; 0 abstention: and 2 absent; and the said resolution has not been amended or rescinded in any way.

Lynn Skenadore
Lynn Skenadore, Chairperson
MENOMINEE INDIAN TRIBE

Sylvia Wilber
Sylvia Wilber, Secretary
MENOMINEE INDIAN TRIBE

Date: November 7, 1985

Charles W. Murphy
Chairman
Standing Rock Sioux Tribe
Fort Yates, North Dakota 58538

December 2, 1985

Senator James Abdnor
United States Senator
SH-309 Hart Senate Office Building
Washington, D.C. 50210

Dear Senator Abdnor:

Please find enclosed the Standing Rock Sioux Tribe's Resolution No. 463-85, expressing our concern relative to the Bureau of Indian Affairs' Final Rules on its Education Standards and the Boarding School Standards. We feel these standards on the dormitories are biased and does not reflect the existing boarding schools such as Flandreau Indian School located in Flandreau, South Dakota and the Wahpeton Indian School located in Wahpeton, North Dakota.

Your assistance is being appreciated in directing the Bureau of Indian Affairs to provide for adequate funding if they intend to implement these Regulations on already existing schools. We feel this is another effort by the Bureau of Indian Affairs to undermine the Indian Boarding Schools in our respective states.

Thank you!

JUL 6, 1973

Sincerely,

Charles W. Murphy
Chairman

CWM:alm

attachments

Page Two
Resolution No. 463-85

BE IT FURTHER RESOLVED, that the Chairman and the Secretary of the Tribal Council are hereby authorized and instructed to sign this resolution for and on behalf of the Standing Rock Sioux Tribe.

CERTIFICATION

We, the undersigned, Chairman and Secretary of the Standing Rock Sioux Tribal Council, hereby certify that the Tribal Council is composed of 16 members, of which 16, constituting a quorum were present at the meeting thereof, duly and regularly called, noticed and convened and held this 7th day of NOVEMBER, 1985, and that the foregoing resolution was adopted by the affirmative vote of 15 members, with 0 opposing, and with 1 not voting.

Dated this SEVENTH day of NOVEMBER, 1985.

Charles W. Murphy, Chairman
Standing Rock Sioux Tribe

ATTEST:

Perry Many Wounds, Secretary
Standing Rock Sioux Tribe

(OFFICIAL SEAL)

RESOLUTION

No. 463-85

WHEREAS, the Standing Rock Sioux Tribe is an unincorporated Tribe of Indians, having accepted the Indian Reorganization Act of June 18, 1934, with the exception of Article 16, and the recognized governing body of the Tribe is known as the Standing Rock Sioux Tribal Council; and

WHEREAS, the Standing Rock Sioux Tribal Council, pursuant to the amended Constitution of the Standing Rock Sioux Tribe, Article IV, Section 1(a) and 1(c), is empowered to negotiate with Federal, State, and Local governments on behalf of the Tribe and is further empowered to promote and protect the health, education and general welfare of the members of the Tribe; and

WHEREAS, the education of our Indian youth is a treaty—trust responsibility of the Federal government and the mission is to provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes, and the Bureau of Indian Affairs shall manifest consideration of the WHOLE person, taking into account the spiritual, mental, physical, and cultural aspects of the person within family and tribal contexts; and

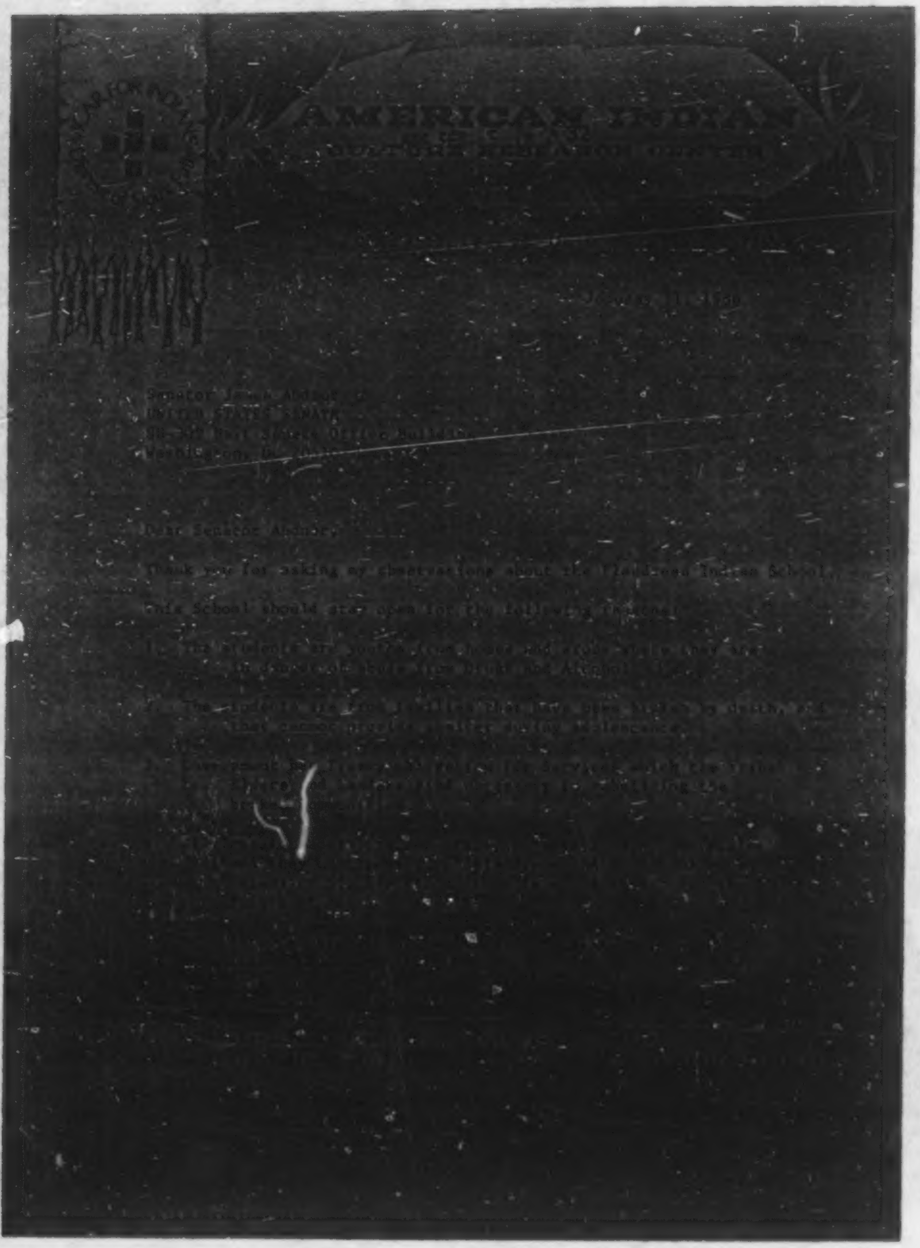
WHEREAS, the Standing Rock Sioux Tribe, located in both North and South Dakota, is in receipt of the Final Rules provided for in the Federal Register, Vol. 50, No. 124, Monday, September 9, 1985, establishing minimum academic standards for the basic education of Indian children for Bureau-operated schools and for those Indian-controlled contract schools which adopt these standards and to establish national criteria for dormitory situations for schools operated by the Bureau of Indian Affairs and for Indian-controlled contract schools operating dormitories; and

WHEREAS, the Bureau of Indian Affairs' Office of Indian Education Programs in issuing the "national criteria for dormitory situations for schools operated by the Bureau of Indian Affairs" failed to correct those projected dificiencies which will be found in EXISTING dormitories; namely, Flandreau Indian School and Wahpeton Indian School; and

WHEREAS, Standing Rock Sioux Tribe does have enrolled members attending the above named board schools each school year and does urge quality education be taught at these schools, but does not support the new Rules and Regulations applicable to the above schools IF these rules and regulations are designed to diminish the enrollment of Indian students at Flandreau and Wahpeton Indian Schools; and

NOW THEREFORE BE IT RESOLVED, that the Standing Rock Sioux Tribe strongly urges the Bureau of Indian Affairs' Office of Indian Education Programs to provide appropriate correspondence for a "grandfather" clause applicable to the Flandreau Indian School and the Wahpeton Indian School stating that these new rules and regulations shall not be applicable to their respective boarding schools unless appropriate funds are provided for the remodeling of the sleeping space and other living areas; and

BE IT FURTHER RESOLVED, that the Congressional representatives be made aware of the new regulations as applicable to the Flandreau Indian School and to Wahpeton Indian Schools; if the new regulations are found to be applicable, then, it is requested that additional funds be provided for construction of new dormitories at these respective schools.



AMERICAN INDIAN

[illegible]

[illegible] 11, [illegible]

Senator James Abdnor
UNITED STATES SENATE
SH-[illegible] Hart Senate Office Building
Washington, DC [illegible]

Dear Senator Abdnor,

Thank you for asking my observations about the Flandreau Indian School.

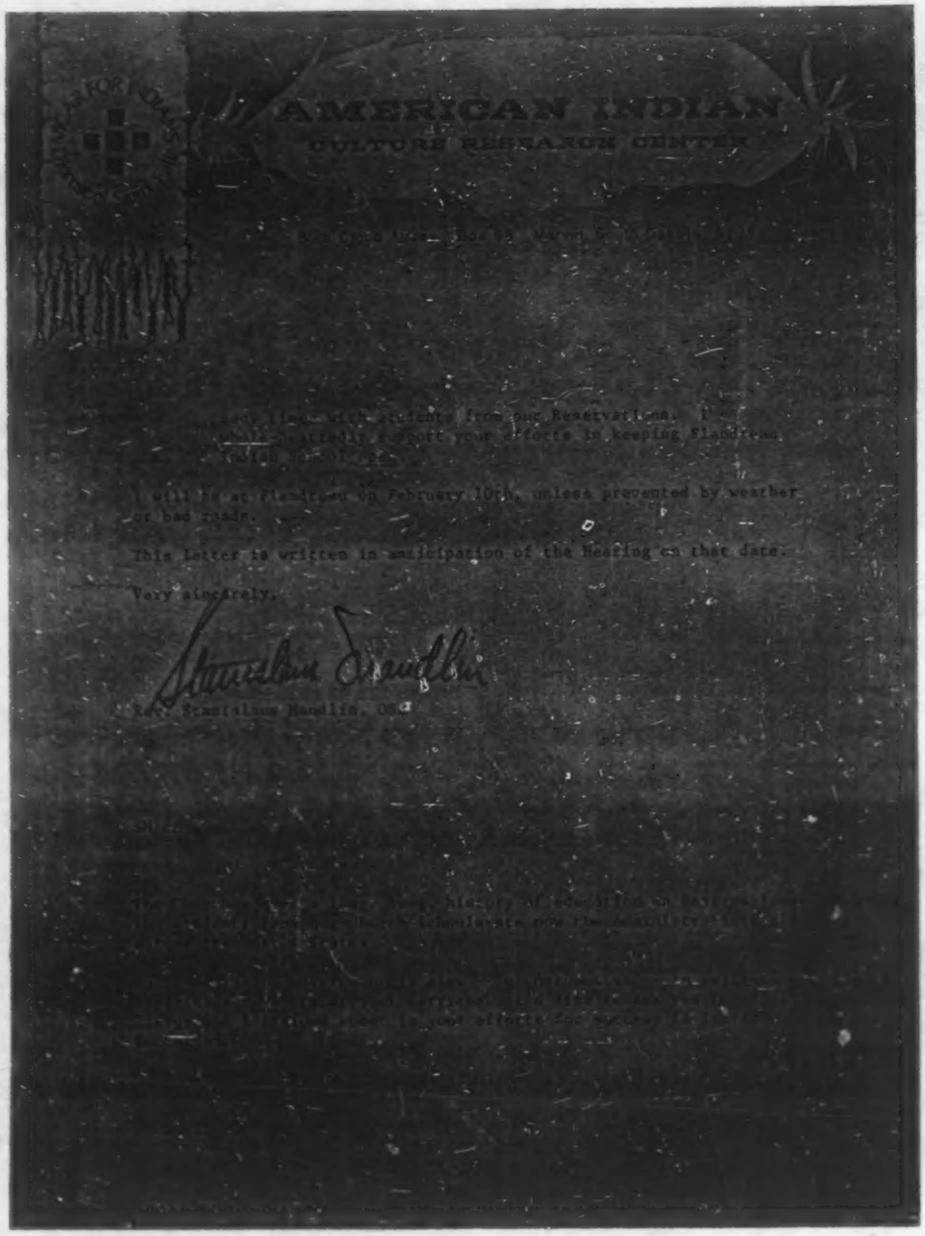
This School should stay open for the following reasons:

1. The students are youths from homes and areas where they are in danger of their [illegible] from Drugs and Alcohol.

2. The students are from families that have been broken by death, and that cannot provide a [illegible] during adolescence.

3. Government has [illegible] to [illegible] for the services which the tribes [illegible] and [illegible] in fulfilling the [illegible]

[illegible]



AMERICAN INDIAN
CULTURE RESEARCH CENTER

[illegible] Cloud Abbey Box 98 Marvin, S. Dakota [illegible]

[illegible] lies with students from our Reservations. I [illegible] wholeheartedly support your efforts in keeping Flandreau Indian School open.

I will be at Flandreau on February 10th, unless prevented by weather or bad roads.

This letter is written in anticipation of the Hearing on that date.

Very sincerely,

Stanislaus Maudlin

Rev. Stanislaus Maudlin, OSB

[illegible]

[illegible] history of education [illegible]

[illegible] your efforts [illegible]

FIRST CHRISTIAN CHURCH
(DISCIPLES OF CHRIST)

13th Street and Duluth Avenue
Sioux Falls, South Dakota
Zip Code 57104
Telephone 338-5474

N. GAYLE FISCHER, Pastor

January 31, 1986

Senator James Abdnor
Hart Senate Office Bldg., SH-309
Washington, D.C. 20510

RE: Flandreau Indian School Hearing,
February 10, 1986

Dear Senator Abdnor:

We appreciate so much all you have done to keep the Flandreau Indian School functioning in rendering a vital educational service to the Indian youth of the upper midwest area.

With so many problems we have in our state with trying to help the Indian population, one of the bright spots is what is being done for the Indian young people by such institutions as the Flandreau Indian School. Anything that is done to cut down the participation and education service to them should be opposed.

From the administration and persons who work in this facility, we believe that enforcement of the BIA dormitory restrictions would curtail the enrollment and eliminate several hundred young people from the educational opportunity of this school. We have never heard any complaints from students, their families, nor faculty nor administration that the number of students occupying the dorm rooms has ever been a problem. We do not believe that it is in the best interest of Indian youth to make changes now that would prevent some from having this education.

From this action, and other events in the past, we have the impression that the administration seeks to discourage this facility and its work and to eventually eliminate it altogether. We believe that this would be a serious mistake and we would promote just the opposite. Let's strengthen the education opportunity, not discourage it.

Thank you for all you are doing to try to keep this school going.

Sincerely,

N. Gayle Fischer

N. Gayle Fischer, Pastor

NGF:ds

Flandreau Indian School Board
Flandreau Indian School
Flandreau, South Dakota
57028

February 11, 1986

Honorable James Abdnor
United States Senator
309 Hart Building
Washington, DC 20515

Dear Senator Abdnor:

Please include the attached testimony which I neglected to leave with you on February 10.

I want to thank you again for your efforts in working with our dormitory space problem. We are confident that the Senate Select Committee will be able to overcome this difficulty for us, but the timeframe is of major concern. The Flandreau Indian School has received a memo from the Education Office stating that they must come into compliance by the Fall of 1986. In addition, we know you are aware that we are not looking for a compromise but want our facilities grandfathered in. At the time they were built, they were reviewed by the Bureau of Affairs and the Indian Health Service and they were deemed large enough for 4 students and have been successfully operating since 1963.

Thank you again, Senator Abdnor, for taking time out of your busy schedule to come to the Flandreau Indian School and conduct the Hearing. Your concern is greatly appreciated.

Sincerely,

Cynthia C. Kipp

Cynthia C. Kipp
President
Flandreau Indian School Board

Attachment

Testimony at Public Hearing
Flandreau Indian School
Flandreau, South Dakota 2/10/86

To the Chairman
Senate Select Committee on Indian Affairs

The Flandreau Indian School dormitories were built in 1963. At the time they were built, they were reviewed by the Bureau of Indian Affairs and the Indian Health Service, and it was decided that sleeping rooms of approximately 190 square feet were deemed large enough for 4 students, and they have been operating with 4 students from 1963 to 1986. We have closely monitored the Home Living operation and visited with students for their input. The conclusion has been unanimous that there is adequate room for 4 students. The Bureau was aware of the drastic affect the square footage requirement, in its present form, would have on the Flandreau Indian School.

The sleeping rooms are sleeping rooms. There is square footage available to students within the dormitories, at the Canteen, the Auditorium, and two Gyms (see attachment).

Retention of students has been mentioned indicating that with fewer students per room, retention would improve. Again, after evaluating all aspects of student retention, we feel changing the number of students per sleeping room would have absolutely no affect on student retention. Each student who attends Flandreau Indian School must have either a social or an educational reason for being here. A large percentage of our students have experienced lack of opportunity due to a number of educational or social reasons; therefore, we feel our present rate of retention is not out of the ordinary when all things are taken into consideration. On the average, we are successful with two out of three students.

In many cases, the Flandreau Indian School is the last chance for a student to obtain a high school diploma. Of the students who leave Flandreau Indian School before graduating, only about 50% attempt to go to school elsewhere. Students leave here for a number of reasons. None have stated their reason for leaving was due to lack of sleeping room space. When we do lose students, this does not indicate the school has not offered both a complete academic and home living program. In fact, the structure and intensity of our programs are difficult for some students to adjust to. Before coming to Flandreau, many of our students had a high rate of absenteeism. In addition, as was stated before, each of our students are eligible to attend Flandreau Indian School only because of social and/or educational reasons. If these reasons change at home, parents often request their students to return home.

Many, many times, after these students get home, they contact us by telephone or by letter stating they regret not staying at the Flandreau Indian School, and many of these students re-apply and are accepted back and are successful the next time they come to Flandreau. To cut Flandreau Indian School enrollment would in fact take away the opportunity for many students to graduate from high school.

The Flandreau Indian School Facility was designed to meet the educational and home living needs of 600 students.

Cynthia C. Kipp

Cynthia C. Kipp
President
Flandreau Indian School Board

SQUARE FOOTAGE:

Building #3 – Old Gym: —————————— 9,891

Building #85 – New Gym: ——————————17,043

Building #53 – Canteen: ——————————13,091
    1st Floor (9,328)
    Basement (3,713)

Building #86 – Auditorium: ————————14,733

Building #84 – Boys Dormitory: ——————41,905
    1st & 2nd Floor (38,094)
    Rec Area Basement (3,311)

Building #83 – Girls Dormitory: —————SAME AS BUILDING #84

BOYS DORM SQUARE FOOTAGE

Total sleeping squafe foot including isolation - 14,768

Sleeping square foot - 13,984

Total isolation square feet - 784

1st and 2nd floor

GIRLS DORM SQUARE FOOTAGE

Total sleeping square foot including isolation - 14,768

Sleeping square foot - 13,984

Total isolation square feet - 784

1st and 2nd floor

Total rooms in each dormitory.......................150
Total square footage of all rooms...................28,500
Square feet in each room for furnishings 150x61....9,150
Total left for sleeping space..............19,350

But actually:

Approximately 190 square footage per room
Minus........ 61 square footage for furnishings
Equals....... 129 meaning the way regulations are written, there could only be 2 students per room

For Recor

THE UNITED METHODIST CHURCH
South Dakota Conference Council on Ministries
1331 West University Mitchell, S. D. 57301
P. O. Box 460 Phone 605-996-6552

30 January 1986

Senator James Abdnor
SH-309 Hart Senate Office Building
Washington, DC 20510

Dear Jim:

I am pleased to know that you will be holding a public hearing in February relating to the Flandreau Indian School. I cannot attend that meeting, but wish to affirm the value of the school and its importance to American Indian people in the upper mid-west.

This school, and its program, continue to provide a valuable off-reservation education experience for a number of Indian youth. In many instances, there is little hope for them to get a good education in their home environment. They need the supervision and care and encouragement that Flandreau provides.

The school offers a broad spectrum of nurture for the students. From classroom academics to socio-cultural affirmation to ethnic and contemporary religious care, it exists for these young people. I am personally acquainted with the coordinator of Religious Affairs, Tony Firman, and know the importance of the school through his testimony and witness.

I would hope the Senate Select Committee on Indian Affairs will see fit to continue strong and appropriate support for this school.

Respectfully,

Bob Roth

Bob Roth
CCOM Director

BR/bc

cc: Tony Firman

2-9-86

To whom it may Concern,

I understand our Dorms are being looked over, and a new law is trying to be passed to only 2 stundents to a room, and if this law passes over half of us students will have to go home.

I would like to give my opion about this situation. I dont think this law should pass, us young generation comes from all over, and come here to make something of ourselves. To learn not only about our selves but to give us a chance to share with others what we already have learned.

Being in a room with three or four roomates helps you feel more comfortible, being away from home and your famaily is hard, friends help you. Theres always someone who will take the time and energy to make us feel better. Here at Flandreau Indian School is a challenge to a person, and now we have a chance.

Plase dont take this only chance we have......

A Concerned Flandreau
Indian Student.
Debbie Garcia.

408 South Wind St.
Flandreau, SD 57028
February, 5, 1986

Honorable James Abdnor
United States Senator
Washington, DC 20515

Dear Senator Abdnor:

My name is Arthur R. Cartwright, I am an alumni of the Flandreau Indian School, class of 1975.

I am writing this letter in concern with the regulation on square footage in the dormitory. I feel that there is ample space now for our students as there was when I was a student at Flandreau Indian School.

Since I have graduated from Flandreau I have attended three different colleges where the rooms were not as good or as spacious as at Flandreau Indian School. And to go one step further I was in the military where there was hardly any room for a person to have any privacy to oneself.

I feel that the real topic here is Education! And that is what we are here for. If we cut our enrollment there will be a lot of students who will not be given the chance to complete their education. Flandreau Indian School is a last resort for a lot of our young Indian people. And I know this because I was once one of these students for four years and I enjoyed being a part of the Flandreau Indian School curriculum. The staff here at Flandreau Indian School are professionals at what they do and they do it well!

So I feel as far as the square footage is concerned it was good enough a decade before I got here and a decade after I have been gone. It should be efficient enough for the years to come. After all, these students are no larger now than when we were students ourselves.

I certainly appreciate your time in coming to the Flandreau Indian School and hearing our side of the issue. Thank You!

Sincerely,

Arthur R. Cartwright

Arthur R. Cartwright
Business Technician
"Class of 1975"

SUBJECT: The proposed closing in 1983-1984 of the Flandreau Indian School.

As a retired teacher who has worked for twenty-one years with students at the Flandreau Indian School, I have seen the many problems and needs of the individual coming to this school. I have also seen their satisfaction from achievements, the strong bonds of friendship with their peers, and the feeling of belonging. Belonging is a key word.

Students come to Flandreau for various reasons: social, economy, apathy, inability to get along with others in predominately white schools, isolation, discrimination in the city or trouble with the law. With these reasons or problems in mind I do not feel that the BIA has good alternatives to offer the student now enrolled or for those expecting to attend this school in the future. I'm afraid in spite of the suggested public school, reservation boarding school or foster homes as suggested we will find the alternate schools will be jails, state prisons, detoxification wards, drug rehabilitation centers and welfare offices.

By going as a chaperone on bus trips I have met and talked with parents or relatives on the reservation and I found that many of the students lived in an atmosphere where the family structure harmed them far worse than being separated from their families for approximately four months at a time. A breakdown of the family system with poverty and high unemployment results in alcoholism, child abuse and neglect. In such situations where is the incentive for an education? Often no one makes the teen-ager go to school, so even though a school may be close by he does not attend.

While some children come from broken homes, many others come from good homes, but for some reason the teen-ager does not conform to the local school. In talking with students many claim they can't make it in a white school or they may have difficulties in their home setting and need to be away from bad influence.

I have seen grandparents who have been left with the responsibility of raising a grandchild but when this child reaches high school age he almost becomes a burden in spite of the love the grandparents feel. Therefore, it is a comfort and satisfaction to those grandparents if they have the alternative of a place like Flandreau where they know their grandchild will be sheltered and protected from a severe climate for nine months as well as trained in higher education and vocational skills. I remember one incident involving a grandparent. We had a freshman girl who was not met by her grandfather at the bus station in Montana. Since she had a trunk she asked if we would drive her to her home on the edge of town. We were directed to the city dump and grandpa rushed out of an old building to welcome his granddaughter. She would spend the summer there, but for the next three years he had her return to Flandreau and I understand this girl then went on to a college in Montana. It is obvious however why she refused to attend the public school within walking distance.

Many students who come from ten states and represent 32 tribes show individual learning problems and need the trained personnel and the special programs offered by the Flandreau Indian School. Why not utilize these trained personnel and special programs--expecially since the school facilities are in very good condition and the future capital outlay would be kept at a minimum. A plus for Flandreau is that stress is placed on teachers trained to teach the disadvantaged. This special training is not always found in all high schools. Recognition is given the desire of many Indian people to return to the reservation if that is their choice.

The students attending this school have special needs and I strongly feel that an injustice beyond recognition will be done if this school is not available to them.

Vera R. Smith

Vera R. Smith (Mrs. J. A.)
602 Pipestone Avenue East
Flandreau, South Dakota 57028

Honorable James Abdnor
United States Senator
Washington, D.C.

Dear Senator Abdnor:

As a former Flandreau Indian School graduate 1951-1955 which were those most precious years of my life while attending school here. You were given an education, to venture out into this world of ours. At this time we did not have the new dormitories. I have had two children that graduated from this school and lived in the dorms, with no complaints of any kind. They also were given an education and both now have jobs. Without this school for any student, without an education they will not survive. Students being forced to remain at home and attend school because of cutting down the enrollment and will be one of the worst things that can happen to our school and our students. We know from past experience these students that have tried to make an effort to attend school at home, did not and could not succeed. They did not attend school for reasons. Flandreau Indian School is here to give our students an education.

Thank you,

Ramona H. Walker

Ramona H. Walker
Administrative Officer
Flandreau Indian School
Flandreau, SD 57028